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this month....

Cover photo by Gene Crane

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The Need for an EFL Dictionary of Reading References

By Richard Yorkey

Dr.. Richard Yorkcy, of St. Michael's College. Vermont, is well known and widely published having authored such popular TESOL texts as Intercom, Reply Requested, *and* Cloze Encounters. *He has published a number of papers on dictionary use.*

When the long-awaited third edition of Webster's New International Dictionary was published in 1961, the fury of the criticism was exceeded only by its duration. For more than a year editorials and reviews protested one thing or another in the new edition. Seldom before has the public witnessed so much interest in, or contributed so much uninformed opinion about. what a dictionary should be.[1]

The particular criticism of Webster III that concerns mc here is the omission of the gazetteer of place names and the biographical entries. These wcrc omitted in part to save space (for more than 450,000 hcadwords). but also because the editors considered such items to be encyclopedic and thus not appropriate to a dictionary of the lexicon. This change from what the public had come to expect especially in such a complete, authoritative dictionary was unusually controversial. In an attack entitled "Sabotage in Springfield" (where the Merriam-Webster company is located), Wilson Follett protested:

> Think - if you can .- of an unabridged dictionary from which you cannot learn who Mark Twain was. .or what were the names of the apostles, or that the Virgin was Mary the mother of Jesus of Nazareth, or what and where the District of Columbia is.[2]

In 1969 I reviewed five abridged dictionaries to determine which one would be best for advanced EFL students. One of my criteria was the way in which encylopedic information was handled. I found that, despite the lead of Webster III, the desk dictionaries included many references to people and places, as well as literary names like Excalibur, Fagin or Uncle Tom, and American historical references such as D-Day, Old Glory, and Valley Forge.[3] I concluded:

> Linguists and lexicographers generally feel that a dictionary is not the place to include the kind of biographical, historical. geographical, or literary information that more properly belongs in encyclopedias, gazetteers, and almanacs. Publishers, however, in a highly expensive and competitive business, continue to include information of this kind. And, as far as a foreign student is concerned, the more of this the better. If he comes across a reference to Magna Charta, Madison Avenue, or Achilles heel, he cannot rush to the nearest library. He needs the information in a dictionary right there on his desk.[4]

"Reading References"

I still believe that people for whom English is a second or foreign language need in their dictionaries what I shall call "readingreferences." This is especially true now when students are being made more responsible for their own learning and they are given authentic language rather than edited English within a controlled structure and vocabulary count.

As an example of what a foreign student faces while reading unsimplified. authentic material, look at these opening paragraphs from a 1977 article about "Rocky," a film which students in a high intermediate class had just seen on videotape.

> In the rickety grandstands outside the Dorothy Chandler Pavilion in Los Angeles last week. a thousand movie locusts began screaming when the first limousines pulled up to deposit their glittering cargo at the 49th Academy Awards ceremonies. When Sylvester Stalllone stepped out his ruffled dress shirt open at the neck to display a Sicilian death's-head pendant and a hint of white undershirt over his huge chest the cheers crescendoed to a new level of primal enthusiasm, Shrieking adolescent girls waved hand-lettered signs reading WE LOVE YOU, ROCKY. Stallone took it all in and said with a smile, "My pumpkin is waiting. I'll see you later."
>
> By now, nearly everyone knows the Cinderella story of how Sly Stallone, a 30-year-old weightlifter, struggling actor and aspiring screenwriter, wheedled "Rocky" onto the screen.[5]

Assume that a student is reading this passage as a homework assignment, or simply for pleasure or practice on his own. He has no resources other than his proficiency in English and his dictionary. Assume further that he has one of the following dictionaries, prepared especially for learners of English:

Oxford Advanced Learner's Dictionary of Current English (Oxford University Press; third edition,- 1974). Hereafter referred to as OALDCE.

Oxford Student's Dictionary of American English (Oxford University Press, 1983).

Longman Dictionary of Contemporary English (Longman, 1978). LDOCE.

Longman Diction of American English (Longman, 1983). LDAE.

Except for the proper nouns, all the words in this Rocky passage are defined in these dictionaries. The image of a "Sicilian death's_head pendant" is uncertain (even to native speakers), but *pendant* clearly refers to something hanging around his neck. *Crescendo* is defined only as

a noun, but a student could probably handle this functional shift to a verb, and the idiom *took it all in* requires full and careful reading under *take.* However, with knowledgeable use of any of these dictionaries and a little common sense, a student should have no difficulty finding the definitions of all the words in the passage.

Meaningful reading, of course, requires more than the comprehension of denotative meanings. None of these dictionaries would help students understand the transferred meaning of *movie locusts* or *glittering cargo.* (However, not even the large unabridged dictionaries can be expected to include stylistic nuances and personal connotations.) Although the denotative meaning of *pumpkin* could be quickly found in these EFL dictionaries, the meaning that Stallone alludes to is beyond any current dictionary. The following reference to Cinderella might trigger the memory of anyone who is familiar with that fairy tale. But for someone who doesn't know the story, and even though Cinderella is defined in OALDCE and LDOCE, there's no way for the average EFL student to understand Stallone's allusion to his waiting pumpkin.

References vs. Allusions

Cindcrrlla and *pumpkin* demonstrate the need to make a distinction between a reference and an allusion. Each presents a different problem to a lexicographer. In the above quotation, there's a direct. explicit mention of *Cinderellu* by name. This is a reference, and many dictionaries include references of this kind. In the context of Cinderella, the word *pumpkin* has a special, implied meaning that can be understood only if the reference to Cinderella is understood. An allusion is this kind of indirect reference that cannot be specifically identified.

Here are some reading references that I've collected recently:

> To build an effective ballistic missile defense, the U.S. might have to repeal Murphy's Law.
>
> Most of the world's Martha's lived and died uneventfully.
>
> Gromyko said that if the U.S. persists with the (Star Wars) program, the world will end up under a Sword of Damocles.

Here are some allusions:

> Soviet leaders love to award one another ribbons and stars and medals, but never gold watches.
>
> While working (in that office), sometimes she felt as though she had fallen down the rabbit hole.
>
> It was like going to Oz and asking for courage, but instead I got cocaine.

For EFL learners – and perhaps many native speakers – these allusions are difficult or impossible to interpret, especially if there is no other linguistic context or if the situation is unfamiliar. Worse, there s no quick, convenient source for explanation. Notice that references are often proper nouns and thus can be alphabetized and listed in dictionaries or other reference books. Allusions generally have no proper nouns – one reason why they are indirect references, and why they do not lend themselves to easy inclusion in dictionaries.

A Study of Dictionary Definitions

Because of this potential reading difficulty for students. I investigated these four EFL dictionaries to see how reading references and allusions are handled. As an extension of my 1969 study of dictionaries, J included the following American dictionaries for native speakers of English:

American Heritage Dictionary (American Heritage Publishing Co. and Houghton-Mifflin Co., 1969)
Funk & Wagnalls College Dictionary (Funk & Wagnalls. 1974)
Webster's Ninth New Collegiate Dictionary (Merriam-Webster, Inc., 1983)
Webster's Third New International Dictionary (Merriam-Webster, Inc., 1961)

As my study progressed, I discovered the value of one more reference work that students should know about, so I included it in my analysis:

Longman Dictionary of English Idioms (Longman, 1979)

For several months I collected about a hundred items from my random reading of books, magazines and newspapers, plus a few examples from radio and television. From these, 1 selected a representative sample of 50 references, divided into these categories (with examples): *Real Persons and Places* (Casanova, the Pentagon, 10 Downing Street); *Classical/Biblical* (Cassandra, Gordian Knot, Goliath, Ten Commandments); *History/Culture* (Ku Klux Klan, John Bull. WASP. Dear John letter. the 3 R's): *Literature*(albatrdss, Scrooge. Caesar's wife); and *Children's Stories and Tales* (Emperor's new clothes, Oz, the big bad wolf).

1 did not accept definitions that merely identify the word or phrase without explaining its significance. For examule. Webster's identification of Ellis Island only-as "an island SE N.Y. in upper New York Bay" does nothing to help a reader appreciate its importance to millions of immigrants who entered the United States through this immigration center between 1892 and 1943. Compare these definitions of *albatross.* Which would be most useful (and possibly interesting) to a student who comes across a statement that "Bert Lance became an albatross to Jimmy Carter"?

AHD: Any of various large, web-footed birds of the family Diomedeidae. chiefly of the oceans of the Southern Hemisphere, having a hooked beak and long narrow wings.
Web/9: (Definition 1 similar to above); 2a – something that causes persistent deep concern or anxiety; 2b – something that

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greatly hinders accomplishment.

Idiom: *an/thc albatross round/about someone's neck. not fml* something that is with one all the time as a reminder of something one has done wrong: "the person who has killed another person has an albatross round his neck for the rest of his life. ." [Referring to Coleridge's poem, The *Ancient Mariner* (1798), in which a sailor kills an **albatross** (a sea bird) and thus brings bad luck to the ship. The dead bird is hung round his neck as a sign of his guilt. [1]

The full list and analysis of 50 sample "reading references" are tabulated in Table l. From the results of this sampling, the following generalizations can bc made:

1. Collegiate or desk dictionaries seem to be the most complete.
2. The abridged, American editions of the Oxford and Longman dictionaries are the least complete.
3. Of the larger Oxford and Longman dictionaries, LDOCE approaches 50 percent inclusion, which is about 15 percent more than OALDCE.
4. Despite its title. the **Longman Dictionary of English Idioms** includes about 40 percent of my test samples of references.

An Encyclopedic Dictionary for Readers

My statistical conclusion IS that none of these EFL dictionaries is adeauate for definitions of reading references. This lack might be remedied either by including more references and allusions in the lexical dictionaries or, if publishers determine a sufficient market, by preparing a special encyclopedic dictionary for readers.

The **Longman Dictionary of English Idioms** might serve as a model for the latter possibility. Among the 4,500 idioms in this dictionary are about a hundred reading references (since the concept is difficult to define, they are hard to identify with any degree of rigor). The editors label them *allusions* and explain:

> Certain common phrases and a few single words have been included in this dictionary because they have special significance in English society and their meanings are often not defined in ordinary dictionaries. For example, *Whitehall,* a place in London where many government offices are, has come to mean "the government" or "the civil service". Another example is *Catch* 22, which was first used as the title of an American book.[6]

The references range from ***Abraham's bosom*** to ***young Turk.*** Included are what I have called allusions ***(alpha and omega, brother's keeper, cross the Rubicon, salad days, sour grapes)*** and classical, religious, or literary references ***(Lotus Eaters, Jekyll and Hyde, Mecca, Judas)*** and place names ***(Fleet Street, Hollywood, Madison Avenue).*** The advantage for EFL students is that they are all defined within the same controlled vocabulary of LDOCE, which is based on the 2,000 words of Michael West's **General Service List of English Words** (Longman, 1953).

The initial challenge would be to collect a wide range of references. Many could be found in the lexicographical tradition of collecting citations, and some might be proposed by experienced EFL teachers, and even students themselves. It would certainly be easier to collect the references than to select those to be included in the dictionary. The basic criterion is easier to state than to apply: whether an EFL student is likely to come across the word or phrase in his general reading and would need to know the reference in order to understand and appreciate the author's intended meaning.

The Problem of Reference Selection

The ephemeral nature of references would certainly be a difficulty. Like idioms and slang, many references enjoy only a transient popularity. When Walter Mondale asked President Reagan "Where's the beef?" in the 1984 presidential campaign, Americans understood the allusion. But only time will decide whether the question will have any meaning to future generations. In the presidential campaign of 1972, it was joked that "Wounded Knee is McGovern's Achilles heel," but the reference now is meaningless to all but a few. The criteria of frequency and durability may have to be arbitrary, but that's true of all editorial decisions. Considering choices of this kind, James Sledd explained in ***The Lexicographcr's Uneasy Chair:***

> Who can say that he knows infallibly how such decisions should be made'? Since man and the universe cannot be put between covers, some things must be omitted. "Selection is guided by usefulness," and usefulness can be guessed at but not measured.[7]

I believe there is a real need for a reader's reference that defines and explains common classical, Biblical, literary and cultural allusions. And, I should point out, this is not needed only by EFL students. Twenty-five years ago at the American University of Beirut, Lebanon, we started to require English majors to take a course entitled "Classical and Biblical References in English Literature." We soon discovered it was valuable not only to non-native speakers of English but to native speakers as well, As Classical and Biblical literature becomes less and less familiar to the current generation, there is greater need for a dictionary of reading references. Just this year, in **English Today,** Derek Brewer expressed the opinion that

> it is no longer possible, it seems, to isolate English literature as such. Our consciousness of historical determinants of texts calls for new methods of study which go beyond literature itself. Our loss of traditional values, not to speak of our almost total loss of knowledge of Latin and of the Bible, all of which are assumed in earlier literature, make that literature seem not only less comprehensible but often alien and even

hostile.[8]

This may be more true of English literature, but it is enough of a problem also in other kinds of writing to cause EFL teachers concern. The references that EFL students meet in their reading of authentic language material constitute an important part of communicative competence. We owe it to our students to provide them with easy access to the comprehension and enjoyment of the common allusions and extended cultural meanings of the English language.

NOTES

l.For a fascinating record of this famous lexicographical brouhaha, see James Sledd and Wilma R. Ebbitt, *Dictionaries and That Dictionary* (Scott, Foresman & Co., 1962).

2TheAtlantic, January 1962, p. 72.

3See Richard Yorkey, "Which Desk Dictionary is Best for Foreign Students?" *TESOL Quarterly,* III.3 (September 1969). A slightly different version of this study appeared in the following reference.

4Which Dictionary is 'Best'?" *English Teaching Forum,* XII.4 (October-December 1974). Incidentally, in many of the categories of my critical analysis, *Webster's New Collegiate Dictionary* was the least useful of the five dictionaries I studied. I single out Webster's here only because it is the best known name and thus the one most likely to be chosen by uninformed foreign students. Although it is an excellent dictionary otherwise, for foreign students of English it is difficult and potentially dangerous: (1) the pronunciation is more detailed than necessary and the transcription system is too complicated; (2) the type is small and the page too crowded; (3) there are few geographical and biographical references or classical, Biblical and literary allusions, and (4, perhaps most serious of all for EFL students) definitions are listed in historical order rather than that of the most common meanings first.

5'Rocky, the Classical American Hero," Newsweek, April 11, 1977.

6*Longman Dictionary of English Idioms* (Longman, 1979), p. x.

7College English, May 1962, p. 683.

8'How 'English' is English Literature?" *English Today,* January 1985, p. 40.

TABLE 1

ANALYSIS OF READING REFERENCES IN SELECTED DICTIONARIES

AHD = *American Heritage Dictionary* (American Heritage Publishing Co. and Houghton-Mifflin Co., 1969).
F&W = *Funk & Wagnalls College Dictionary* (Funk & Wagnalls, 1974).
W/9 = *Webster'.s Ninth New Collegiate DictionarY* (Merriam-Webster, Inc., 1983).
W/3 = *Webster's Third New International Die tionary oj the English Language* (Merriam-Webster, Inc., 196 1).
OALD = *Oxford Advanced Learner's Dictionary of Current English* (Oxford University Press; third edition, 1974).
ODAE = *Oxford Student's Dictionary of' American English* (Oxford University Press, 1983).
LDCE = *Longman Dictionary of Contemporar_y English* (Longman, 1978).
LDAE = *Longman Dictionary of American English* (Longman, 1983).
IDIOM = *Longman Dictionary of English Idioms* (Longman, 1979).

+ = the reference is included; – = the reference is not included.

REFERENCES	AHD	F&W	W/9	W/3	OALD	ODAE	LDCE	LDAE	IDIOM
Alamogordo	+	+		–	–		–		–
Albatross	–	–	+	–	–		–	–	+
Barnum, P. T.	+	+	–			–	–		–
Brahmin	+	+	+	+		+	–		–
Caesar's wife	–		–	–			–		–
Casanova	+	–	+	+		–	–	–	+
Cassandra	+	+	+	+		–	–	–	+
Cinderella	+	+	+	+	+		+	–	+
Davy Jones	+	+	+	+		–	+	–	+
Dear John Letter		–	+		–	–	–	–	
Ellis Island	+	+	–	–	–	–		–	
Sir Galahad	+	+	+	–	–	–	–		
Goliath	+	+	+	+	+	–	+	–	
Gold watch	–	–	–	–	–	–			–
Gordian Knot	+	+	+	+	+	–	+	–	+
Harley Street	+	+	–	–	+	–	+	–	+
Holy Grail	+	+	+	+	+	–	+		–
Jim Crow	+	+	+	+	+	+	+	+	–
John Bull	+	+	+	+	+	–	+	–	
John Doe	+	+	+	+	–	–	+	–	–
John Hancock	+	+	+	+	–	–		–	–
Kremlin	+	+	+	+	+	–	+	+	–

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REFERENCES	AHD	F&W	W/9	W/3	OALD	ODAE	LDCE	LDAE	IDIOM
Ku Klux Klan	+	+	+	+	–	+	+	–	–
Madison Avenue	+	+	+	+	–	–	–	–	+
Mason-Dixon Line	+	+		–	+	–	+	–	
Murphy's Law	+	+	+	+	–	–	–	–	–
Oz		–	–	–	–	–	–	–	–
Pandora's Box	+	+	+	+	–	–	–	–	
The Pentagon	+	+	+	+	+	+	+	+	–
Pollyana	+	+	+	+	–	–	+	–	
Cinderella's Pumpkin	–	–	–	–	–	–	–	–	–
The 3 R's	+	+	+	+	+	–	+	+	+
Rogers, Buck		–		–	–	–	–	–	–
Good Samaritan	+	+	+	+	+	+	+	+	+
Scrooge	+	+	+	+	+	–	+	–	+
Smithsonian Institute	+	+		–	–	–	–		
Sword of Damocles	+	+	+	+	+	–	+	–	+
10 Commandments	+	+	+	–	–	–	–	–	
10 Downing Street		–	+	–				–	+
Tom, Dick and Harry	+	+	+	+	–		–	–	+
Ugly Duckling	+	+	+	+	–		+	–	+
Say "uncle!"	+	+	+	+	–	–	+	+	
Uncle Tom	+	+	+	+	–	+	+	+	+
Wall Street	+	+	+	+	+	–	+	–	+
Walter Mitty		–	+	+	–	–	–	–	–
WASP	+	+	+	–	–	+	–	+	–
Waterloo	+	+	+	+	+	–	+	–	+
Whitehall	+	+	+	+	+	–	+	–	+
Wolf, Big bad	–	–	–		–	–	–	–	+
Yellow brick road	–	–	–	–	–	–	–	–	
TOTALS/50	39	38	37	31	17	7	24	8	20
PERCENT	78	76	74	62	34	14	48	16	40

EFL Considerations for English-English Dictionaries

By William Crawford

William Crawford was the senior pronunciation consultant for the Longman Dictionary of American English. *He is a member of the faculty of the Division of English as a Foreign Language at Georgetown University, and is now serving as a Visiting Lecturer at Hiroshima University.*

What is a dictionary? What is it used for? To these seemingly simple questions, there are many possible answers depending upon whom you ask. For native speakers of English, a dictionary is little more than a 'guide to correct spelling.' It is especially helpful for words that seem to defy all the "rules of spelling" we learned as children, such as: 'subpoena' or 'entourage,' and also for discovering how to hyphenate a multisyllabic word.

But, does a native speaker ever turn to the dictionary to ascertain the meaning of a new word? Seldom. He can usually catch its meaning from the context. Checking in a dictionary is simply "too much work." Besides, it disturbs his tram of thought. And would our native speaker ever turn to the dictionary to solve a grammar point? Never! After all, English is his "native" language and what possible grammar questions could he have about his own language?

While questions of native speakers' usage of monolingual dictionaries might "tickle our linguistic fancy," much more serious questions face us as teachers of English. How and why do our students use their dictionaries? When considering 'why' we wonder if, like native speakers of English, our students mainly consult a dictionary to check their spelling. Or perhaps they refer to a dictionary for questions concerning syntax, usage, pronunciation, or word origin. More likely, EFL students come to the dictionary with only one question in mind: what does a word mean?

How, then, is the dictionary used – both *in* and *out* of the classroom? Are students forbidden to use dictionaries during class? Do students stop to look up every new word, feeling that each word must be understood in order to cap-

ture the meaning of the entire passage? How have your students been *taught* to use their dictionaries? Or, have they been taught at all?

And, finally, what kind of dictionary is best for a student learning English as a foreign language? There can be little question regarding the usefulness of bilingual dictionaries, but at what point should a student begin to turn to a 'learner's dictionary' – written entirely in English · or even a monolingual dictionary intended for native-English use?

Three Types of Dictionaries

First, let us categorize three types of dictionaries ~ the bilingual dictionary, the learner dictionary, and the monolingual (native) dictionary – each having a distinct function in the second language classroom.

When considering the pedagogical issues behind student use of the dictionary, if we think back on our own experience in the foreign language classroom, our "old friend" the bilingual dictionary immediately comes to mind. In the initial states of language learning, we are simply interested in the meaning of new words. What does it mean in our native language? How the word is pronounced or what origin it might have are only significant to us later in the learning process.

However, even the simple matter of looking up the meaning of an unfamiliar word in a bilingual dictionary can lead to serious problems even for the experienced language learner. I am reminded of an advanced learner of English who didn't understand what 1 meant when I described an illness to him. I told him that I was experiencing terrible stomach pains because I had "parasites" in my stomach. The word *parasite* was new to him so he looked it up in his handy, bilingual dictionary. Suddenly his face became clouded with great concern. He looked at me and asked. "Mr. Crawford! You have cockroaches in your stomach?!" In his bilingual dictionary the first meaning listed for the word *parasite* was "cockroach"!

It would be very easy to relate many anecdotes on bilingual dictionary use. and look at the role of bilingual dictionaries in English language instruction. Such a discussion would not only be Interesting but useful to our understanding of foreign language pedagogy in general. However, here I wish to concentrate on two other dictionary types that are equally important in the language classroom although they receive far less attention. They are the *learner dictionary* and the standard *monolingual dictionary.*

Learner Dictionaries vs. Student Dictionaries

First, let us differentiate between *student dictionaries* and *learner dictionarles.* A student dictionary is a simplified monolingual dict ion ary ~ often with many illustrations generally intended for use among native-speaking schoolchildren. As children progress through school, their dictionaries change. As the pictures decrease in number, the words increase in both number and complexity. High school student dictionaries in many respects resemble standard monolingual dictionaries although they remain simplified in accord with the students' level and needs.

Learner dictionaries, on the other hand! are not synonymous with student dictionaries. These relative newcomers to the field of lexicography are simplified dictionaries that are specifically tailored to meet the needs of second language learners in a number of ways. Their usefulness in ESL instruction will be the chief topic of discussion for the remainder of this paper.

Only recently have these so-called "learner dictionaries" begun to appear on the market While learner dictionaries of British English have been available for some time, the first learner dictionary of American English appeared only last year! Like student dictionaries, learner dictionaries vary in complexity in accordance with the level of language instruction in question. Here we are interested only in learner dictionaries suitable for use by high school students as well as adult learners of English

One important characteristic of such learner dictionaries is the fact that the definitions they contain are entirely written in a limited "defining vocabulary." That is, only a set number of words are used in defining all dictionary entries, in order to make the definitions easier to understand. For example. *The Longman Dictionary of American English,* which contains over 38,000 words, uses only 2,000 basic words for all definitions and examples.

While such a system is a definite "plus" for students, it also presents certain problems in that some meanings are only vaguely defined. The second definition in *The Longman Dictionary of American English* for the word *stomach,* for example, is: "the front part of the body below the chest." While this is indeed easy to understand, it unfortunately can be easily confused by language learners with other words such as *groin* or *lap.*

Learner Dictionaries vs. Monolingual Dictionaries

However, this escapes the age-old problem encountered in standard monolingual dictionaries that place no such limitation on the number of defining words. In such a case, the word in question often appears in the definition itself. giving untold headaches to the dictionary user. It is of little use to refer to a dictionary only to find that an 'obstructionist' is "one who obstructs. ." or that an 'advisor' is "someone who gives advice." In addition. we are all too familiar with the "vicious cycle" built into standard monolingual dictionaries, For example, the definition of *start* might refer you to *begin.* Looking up *begin* you are told to refer to *start.*

Probably a more important feature of the learner dictionary is the easy access that it

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IMPORTANT NOTICE: COPY FOR SEPTEMBER ISSUE

Submissions for the September issue – except for articles in Japanese, or contributions to other column/department editors – *must be sent by August 1st* to Virginia Lo-Castro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167. Copy for that issue submitted to Deborah Foreman-Takano will not be considered, since she will be out of the country. However, copy for the October and future issues will be handled by the Editor, who will be back in Japan by mid-August.

(cont'd from previous page)

provides the user to the grammar of a language. It is rare that native speakers of English refer to a dictionary to settle a point of grammar – unless, of course, they are English teachers. As native speakers they have no need to know that *cigarette* is a count noun, while *tobacco* is non-count, and *smoke* is both count and non-count depending upon the usage. Such information is part of the native speaker's competence, to use the Chomskian term. But second language learners lack native "competence," and therefore turn to their dictionaries for guidance in matters of syntax.

While such information as count vs. non-count nouns is often included in monolingual dictionaries, learner dictionaries include many syntactical complexities that are excluded as a matter of course from monolingual dictionaries. Such an example was recently brought to my attention. Consider, for example, the verb *suggest.* The native speaker of English has no need to know of where this word fits into the verb system of English. Such "rules of grammar" were acquired in childhood. However, foreign language learners might have several questions. Can *suggest* be followed by a gerund? Yes. Can it be followed by an infinitive? No. Can it be followed by a *that-* clause? Again, yes. Such information, while inconsequential to native speakers, is of great significance to learners of English. In a good learner dictionary it is clearly presented and easy to understand.

Dictionary Pronunciation Systems

Another way in which learner dictionaries differ from standard monolingual dictionaries is in their choice of pronunciation systems. While students of English often consult their dictionaries regarding the pronunciation of unfamiliar words, native speakers seldom – if ever – do so. Words such as *though, through,* and *thorough* are commonplace for native speakers, but appear all too similar to students of the language. For this reason, the pronouncing systems adopted by learner dictionaries must allow easier access to English pronunciation than is the case with monolingual dictionaries. This is possibly why most learner dictionaries use some version of the International Phonetic Alphabet (IPA), offering the learner consistency and simplicity simultaneously. Such is not the case for most standard monolingual dictionaries, which tend to adopt older "phonic" approaches toward pronunciation. A method based on phonics is, however, a nightmare for both native and non-native users, given the almost total lack of a "standard system" among even the most widely used American dictionaries.

Consider the case of the English digraph 'th' which presents difficulties in pronunciation for learners for two reasons: (1) similar articulatory features are seldom found in the student's native language. and (2) this single spelling represents two distinct sounds in the -sound system of English.

Most learner dictionaries try to ease the burden facing EFL students by adopting the standard IPA svmbols for the two 'th' sounds. Thus, this / ð / and thing / θ / are standard representations in learner dictionaries. In their inability to achieve uniformity in a single approach to the question of the representation of English sounds, the matter has only been further complicated for the learner when using standard monolingual dictionaries. How can our students be expected to resolve the problems that arise when facing a multitude of symbols to represent the same sounds? Consider:

International Phonetic Alphabet symbols	Webster's	American Heritage Dictionary	Random House Dictionary
/θ/ thing	th	th	th
/ð/ this	*th*	th	th

In fact, memorizing the relatively few IPA symbols that are distinct from the English alphabet requires learning fewer symbols than those encountered in a phonics-based system.

Other Features of Learner Dictionaries

So far we have outlined three ways in which learner dictionaries differ from standard monolingual dictionaries: (1) limited defining vocabularies, (2) detailed grammatical information, and (3) standardized pronunciation systems. There are other features that also distinguish learner dictionaries from monolingual dictionaries intended for native use. These include: style notes, usage notes, spelling cues, vocabulary building, study notes, dialect information, and yet more grammar notes. These distinguishing features are outlined in brief below:

Style Notes – the cultural meanings attached to words are indicated by such labels as: literary. humorous, dated, formal, informal, siang or vulgar.

Usage Notes – learner dictionaries indicate, for "example, that the word *alone* carries neither negative nor positive connotations. In addition, learner dictionaries clearly disambiguate such seemingly similar words as 'murder,' 'kill,' and 'assassinate.'

Spelling Cues – some learner dictionaries guide learners through the complexities of the English spelling system offering clues to spelling regularities throughout the text and providing clear sound/spelling correspondence information. Furthermore, detailed

information regarding the spelling of inflected forms of words is also included.

Vocabulary Building – as an active tool for language learning, learner dictionaries attempt to increase students' vocabulary by the inclusion of such cross references as synonyms, antonyms, and word families.

Study Notes – most learner dictionaries provide the student important information on how to gain maximum usage of the dictionary as an active learning tool. Such information is presented in the text itself or in an accompanying student workbook.

Dialect Information – attention is often given to the question of different lexical items and pronunciations of distinct dialects of English.

Grammar Notes ~ aside from the detailed information outlined above that one does not find in a standard monolingual dictionary, other detailed grammatical information is included as well: parts of speech, word families, count vs. non-count nouns, phrasal verbs, verb + verb combinations. irregular verbs, adjectives, comparative and superlative formation.

One can easily gather from the detailed comments that I have made regarding learner dictionaries that I am a strong advocate of their use. However, I cannot ignore a most troublesome paradox that they present. Their simplicity is at the same time their greatest strength and their most glaring weakness. While easy access to both Fnglish structure and vocabulary is afforded through the simplicity of the learner dictionary, it comes only at the cost of detailed information regarding the semantic nuances of the language. Whether in unraveling the mysteries of William Shakespeare's Elizabethan Britain or Stephen King's contemporary America, a learner dictionary will be of little use. It is at this point that language learners must use a standard monolingual dictionary intended for native use if they are to appreciate to the fullest the beauty and the complexity of the language.

Teaching the Dictionary

This last point brings us to the most important question that we can ask ourselves today: How can we as EFL teachers guide our students in the effective use of the dictionary as a language learning tool'! Herein lies a significant assumption. As the dictionary is a "tool" its proper use must be taught in the classroom. Only the most unprofessional of teachers would suggest that students use their dictionaries ~ without instruction! ~ solely to "look up new words." We cannot simply give our students a dictionary and expect them to teach themselves how to use it. This would be akin to the science teacher who suggests that his students learn about biology by "looking it up in the encyclopedia." More chaos would result than insight.

However, the goal of this paper is not to suggest any particular techniques or approaches for the instruction of dictionary skills to EFL students. Rather, this paper seeks only to ask general questions regarding the role of the multitude of factors – the age of the students, the level of language instruction, teacher and student goals, the educational setting, and other factors. The detailed attention necessary to resolve such issues is far past the scope of this paper.

This paper has examined three types of dictionaries which are of significance to second language pedagogy: (a) bilingual dictionaries, (b) learner dictionaries, and (c) standard monolingual dictionaries intended for native use. However, which one is best for the EFL student? If this were a multiple choice test, then the answer would be neither (a), (b), nor(c). Rather, the answer would have to be (d), "all of the above," for each of these three dictionaries has a distinct and significant role in the second language learning -process. However, it is the resuonsibilitv of EFL teachers to guide their students in the appropriate use of all three dictionaries regarding specific language learning tasks.

wno can deny the necessity of the bilingual dictionary-? Even after years of exposure to our second languages there are times when it is prudent and right to turn to "our old friend" the bilingual dictionary. However, as EFL teachers we must not allow our students to rely too heavily on dictionary use. It is not necessary to look up the meaning of every unfamiliar word to understand the meaning of a passage! This point cannot be emphasized too much. In fact, such student use of the dictionary probably *hinders* the acquisition process rather than enhances it. Determining the role of the bilingual dictionary in the classroom, then, is the-responsibility of each EFL teacher.

What about learner dictionaries? This relatively new instructional tool would seem to be invaluable to both the EFL instructor and language learner. More than just a 'word list' or 'spelling guide,' new learner dictionaries are designed to serve as both reference books and active learning tools. If we wish our students to continue to grow in their acquisition of the English language after thev leave the confines of the EFL classroom, then they should be taught how to use the dictionary both as a reference book and learning tool. How this is to be done depends on the needs and circumstances surrounding each EFL class. But, we cannot deny the necessity of teaching our students dictionary skills ~ with or without specific technical suggestions for their instruction.

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SPECIAL ISSUES OF *THE LANGUAGE TEACHER* for 1985/86

August – Conference issue
September – More on the conference
October – Teacher Training
November – Total Physical Response – Dale Griffee
December – Conference reviews
January – Teaching Children

This month's special issue on Dictionaries was guest-edited by Bill Crawford.

(con t'd from previous page)

If only to facilitate the classroom instruction of dictionary skills, one important suggestion is worthy of our consideration here. Teachers should adopt an "official" dictionary for classroom use, whether it be a bilingual, learner, or monolingual (standard) dictionary. After all, what EFL teacher would teach grammar allowing their students to choose any textbook they wished? In the same way, the instruction of dictionary skills will achieve more uniform results if a single source is selected for classroom use.

And, what of the standard monolingual dictionary intended for native use'? It, too, has a place in the EFL classroom alongisde its counterparts. There are times when neither the bilingual dictionary nor the learner dictionary can answer a student's questions completely, explaining the full complexity of semantic nuances available to native speakers of the language. This is especially true for the language learning tasks that face the advanced learner of English. The standard monolingual dictionary, then, by no means should replace either the bilingual or the learner dictionaries. Rather, it should take its place alongside,

It has been observed that the Japanese buy more dictionaries than any other people by far. It is only natural, then. to ask: "What are the Japanese doing with all these dictionaries?" Whatever the direct answer to that question might be, one fact remains. It is the ultimate responsibility of the EFL teacher to instruct students in how to select and use a dictionary to its fullest potential so that it might best fulfill its intended goal as reference book and active language learning tool in the second language acquisition process.

opinion

JAPANESE TEACHERS OF ENGLISH AND PRESCRIPTIVE GRAMMAR:

A Response to Prof. T. Fukuhara

By Bruce W. Hawkins,
Matsuyama University

In the May 1985 issue of *The Language Teacher,* Prof. T. Fukuhara of Sapporo University issues an appeal to "non-Japanese language teachers to learn prescriptive grammar, to become able to discuss language teaching in terms that are acceptable to Japanese language teachers" (p. 20). This appeal is an attempt to confront a problem which Fukuhara recognizes as having the following two symptoms:

1. ineffective English-teaching in Japan ("English teaching in Japan is not as effective as it could be.")
2. the "lack of communication, at a professional level, between Japanese and non-Japanese language teachers"

From Fukuhara's description of these two symptoms, it is apparent that the non-Japanese language teachers to whom the appeal is directed are native speakers of English employed or seeking employment as English teachers in Japan. From Fukuhara's appeal, it is clear that the proposal involves attacking the second symptom noted above rather than confronting directly the problem itself. Apparently, Fukuhara assumes that the increased professional communication that would result if native speakers of English were to become conversant in traditional *prescriptive* English grammar would eventually lead to more effective English teaching in this country.

Fukuhara's proposal is of little practical value, if any, precisely because it attacks a symptom rather than the problem underlying it. I suggest that the basic problem with English-teaching in Japan is failure to confront adequately this fundamental question: **What is the purpose of English courses in Japanese schools?** Fukuhara seems to indicate implicit recognition of this problem in the following statement: "The Japanese concern is how to teach, not *what* to teach; and so we achieve poor results." I contend, however, that Fukuhara's proposal suffers from the very malady he points out. i.e.. inattention to the fundamental question of *what* should be taught in English courses in Japan. Indeed, the call for universal conversance in *prescriptive grammar* among English teachers in Japan, which is the centerpiece of Fukuhara's proposed solution, is actually a significant symptom of the problem at hand. To understand why this is so, it is useful to make a critical analysis of the factors Fukuhara cites as causes of the gap in professional communication between Japanese and non-Japanese teachers of English.

Fukuhara suggests that Japanese teachers of English are (or at least think they are) experts in English grammar. On the other hand, it is suggested that those teachers who are native speakers of English are not experts in this particular field. Then, in observing that Japanese teachers of English have occasion to ask native speakers about points of usage, Fukuhara seems to suggest that the native speaker has expertise in an area of usage which the Japanese teacher of English does not. To state the contrast more directly, within the set of English teachers in Japan, those who are *Japanese have expertise in* **talking about** *English,* while, those who are *native speakers have expertise in* **using** *English.*

At this juncture, it is important to point out that, at least in the abstract, there is absolutely no reason that these two areas of expertise must be in conflict. In fact, it is much more logical to view them as complementary. However, as Fukuhara observes, the communication gap between Japanese and non-Japanese teachers of English has arisen precisely because

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these two areas of expertise have, for some reason, come into conflict.

Fukuhara suggests two possible sources of this conflict. First, Fukuhara observes that "Japanese language teachers feel that their knowledge is superior. ." If this were the only source of conflict, the solution would be simply to rid these teachers of such mistaken value judgments by giving them a better education in the areas of linguistics and native-language acquisition. There is, however, another factor which is more directly responsible for the conflict. Fukuhara observes that the ***prescriptive grammar*** which Japanese teachers of English embrace as their domain of expertise "is often in conflict with common usage, and native speakers, people who actually use the language, are not liked."

At this point, if we understand what prescriptive grammar is, then it becomes readily apparent that prescriptive grammar is part of the problem and not part of the solution. If an English teacher prescribes grammar (i.e., teaches prescriptive grammar), it should logically follow that that teacher is concerned primarily with usage. A prescription of the medical kind is an instruction to some patient for the use of some medicine to counteract some observed malady. In the case of English instruction in Japan, the malady is improper (i.e., non-native) use of English and the medicine is the traditional prescriptive grammar taught by the Japanese teacher of English. The unfortunate patient is the poor Japanese student who must attempt to reconcile such cases as those alluded to by Fukuhara in which the 'proper' usage prescribed by the Japanese teacher of English conflicts with the language produced by the native speaker, i.e., the teacher whose expertise is actually in the area of usage. Quite naturally, the confused student is going to (or should) confront the resident expert on ***talking about English grammar*** (the Jauanese teacher of English) with this uroblem. The teacher who perceives' this confrontation as a challenge to his/her expertise may become upset. It is precisely this set of circumstances that can and does lead to the breakdown in communication between Japanese and non-Japanese teachers of English. The problem, however, rests not in the native speakers' ignorance of prescriptive grammar, as Fukuhara suggests, but in the decision of the Japanese education system to embrace prescriptive grammar as the proper domain for the Jauanese teacher of English. This decision forces the Japanese teacher of English to cross over into the domain of usage, thereby encroaching, albeit unwittingly, upon the area in which the native speaker of English has expertise and the Japanese teacher of English does not.

'To avoid this encroachment and the conflicts that arise because of it, I suggest that Japanese teachers of English embrace **descriptive grammar** rather than **prescriptive grammar.** This proposal is a natural consequence of the specific answer I would give to the question posed earlier: ***What is the purpose of English courses in Japanese schools?*** Space available in the present

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MyShare

As language teachers, we all come up with our share of ideas and activities that meet the needs of our students. We also use our share of ideas from other readers. My Share is your opportunity to share your ideas and activities. If it works for you, there are probably a lot of other teachers who would like to hear about it. Articles should be submitted to the My Share editor: Marc Helgesen, New Day School, 2-15-l 6, Kokubuncho, Sendai 980. Artwork should be in black on white paper.

CONTROLLING THE DICTIONARY

By Tim Cornwall

If you've found yourself frustrated by students who seem to interrupt their dictionary reading to glance at a few lines (or less) from the passage they are supposed to be reading, this month's column by Tim Cornwall of Temple University-Japan may be just what you've been wanting.

An exasperating aspect of teaching reading is that many students insist upon knowing the meaning of each and every word in a passage. This slows down their reading speed and does not allow them the opportunity to become comfortable with unknown words. If they continue this way, they will never be able to deal with the large amounts of reading they are likely to encounter in later courses. One technique which I have used helps to make students comfortable with the existence of unknown words, and also helps to get them started at guessing at their meaning.

I select a reading of about 100 to 150 words in which there are a number of words 1 expect no students will know. The difficulty of the reading depends upon the level of the class (I have used this technique with both beginning and intermediate students). The students read the passage; it might be a timed reading, or it might be reading simply for pleasure. On the first reading they are not to mark the paper or to search for the meaning of any unfamiliar words. After they have finished, a very short question and answer session can assure you that they have a basic understanding of what they have just read.

The students then read the passage again, this time underlining any word they do not know. When they have finished they cut out or blacken the underlined words so that they are illegible. (This may require a careful check by the teacher, as many students do not like to see words disappear.)

The students then read the passage for a third time. When they are finished, they are asked if they can understand the passage without the missing words. As this is the third reading

and they have already been questioned about it, chances are all of the students will feel that they understand the story. This then leads to a line of questioning based on the idea that if you can understand the passage without these words, their meaning is not absolutely essential. "You have read the passage and can understand it. Isn't that enough? Whv worrv about the missing words?" Normally students do not have a good reason as to why they must know every word, but usually it has something to do with the need to translate, so it becomes easier to persuade them to forget or try to forget these unknown words. "Next time you read a passage that has words you don't know, forget them and see if you can still understand the reading." If the teacher does not insist upon, or give any exercises that require, the knowledge of these words, then the idea that they can be left "undictionaried" is re-enforced.

Not only is it important for students to be comfortable with unknown words, it is also important that they learn how to guess, or think out what a word means. After the students have had a number of reading selections in which they have blackened out unknown words and still retained an understanding of the passage. they can begin to guess at what the missing word might have been

Select a few words that every student, or least most, have blackened out and discuss the mlssing word "What does it do in this sentence? Describe something? Do something? Describe how something is done?" Have the students think about what the missing word might have been doing. Then, as a class, select a group of words which they think might fit into the space, both grammatically and semantically. After a few attempts with this as a class exercise, have students work on their own and compare their results.

This is an exercise which should be done more than one time. Learning to become comfortable with unknown words is a difficult step, but a step that successful readers must make. Guessing at meaning is also a difficult idea for students and one that requires constant practice,

The two ideas described above can help readers to learn and become comfortable with these two important reading needs - bypassing unfamiliar vocabulary and guessing at the meaning of unfamiliar vocabulary.

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forum does not allow me to elaborate upon that answer here. Let me just suggest that any well-reasoned answer to this question would result in more effective English-teaching in Japan. Furthermore, it would result in a precise hefinition of the role that the native speaker of English can and should be asked to assume in English-teaching programs in Japan. It would also define more precisely the role of the Japanese teacher of English and, in so doing, avoid the communication problem Fukuhara's proposal attempts to confront.

JALT News

JALT SUMMER INSTITUTE

The JALT Summer Institute this year will he held in Yokohama at Port Memorial Hall, August 16, 17 and 18. Three full days of workshops are planned. Speakers include leading ESL figures: Dr. H. Douglas Brown of San Francisco State University and Dr. Kathleen Bailey of the Monterey Institute of Foreign Studies. who will offer twb team-taught workshops, one on error correction and the other on learners' strategies; and speech therapist Dr. Gene Ritter of Indiana University, who will lead a workshop on pronunciation geared to the problems of the Japanese student.

Other speakers will present workshops on grammar games, listening comprehension, and adapting texts to high school situations.

Details are available from Steve Brown at 0222-67-4911 (weekdavs)

JALT10周年記念論文集の寄付について

(Donors to JALT 10th Anniversary Commemorative Collection of Papers)

10周年記念論文集に下記の方々より御寄付を頂きましたので、氏名を記載し、感謝の意を表します。(敬称省略)

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JALT10周年記念論文集の書名と販売について

(Title and Sales of 10th Anniversary Commemorative Collection of Papers)

10周年記念論文集の書名は *TEFL IN JAPAN*——JALT10周年記念論文集——と決定いたしました。製作は *The Language Teacher* の別冊(寄贈1,500

(cont'd on page 16)

JALT '85 KYOTO

ABOUT THE SITE

As a university in Kyoto, Sangyo Daigaku is a newcomer, having been built a mere 20 years ago. But in those 20 years it has come a long way. One statistic may suffice: in 1965 Sandai had a total student enrollment of 520 students. At present it has over 14,000.

Unarguably possessing the finest campus in Kyoto, Sandai sprawls over a mountainside north of the Kamigamo Shrine and a few minutes' walk from the placid murmur of the Kamo River. It commands a fine panoramic view of Kyoto City.

Even in Japan, where landscapes change in the twinkling of an eye, Sandai's transformation has been startling. 'When first begun in 1965. Sandai had but two Faculties. Economics and Science, and no graduate school. At present, it has a College of General Liberal Arts and Science Education, five Faculties with 11 departments, and a Graduate School with four divisions. Besides these, the University has four institutes: the Research Institute for World Affairs and Cultures; the Research Institute for Computer Sciences; the International Institute for Linguistic Sciences; and the Research Institute for National Land Utilization and Development.

There are a number of other facilities, but one that deserves special mention is the new library scheduled to be opened in the Spring of 1987. This is a four-story structure with a capacity of well over 700,000 volumes. It will have computer and audio visual rooms, automicrocopy readers, book delivery services and so on.

Languages taught at Sandai include English, German, Russian, Chinese, Spanish, Indonesian, Italian, and French.

The first president of Sandai, Dr. Toshima Araki. intended that the University be involved in nurturing students in the traditions of Japan as well as instilling in them a knowledge of the West. As you will see, no expense has been spared to bring this vision to fruition. And anyone who has taught at other colleges or universities will be impressed by the seriousness of Sandai students.

It is indeed a fitting place for an international conference.

THE JALT '85 BENTO BANQUET

Q: How much do I have to pay for the best party in Kyoto?
A: ¥1,500.

The social highlight of the JALT conference has always been the conference banquet, but in the past two years a number of problems have occurred: The smorgasbord-style meal has left some people (those near the end of the line) with nearly empty plates. Also, many non-drinkers have felt that they were subsidizing the drinkers, since there was but a single admission fee despite the higher cost of liquior. The drinkers, on the other hand, felt that the liquor ran out too soon.

This year, JALT presents

The First JALT Bento Banquet

For a mere ¥1,500, you'll receive tickets for two *bento* (box lunches), each of which will feature a variety of food. Drinks will be sold separately, so you will only pay for what you drink. The prices will be low and the supplies adequate. For those with XL-size stomachs, extra bento will be available. It's likely that this will be the first JALT banquet where you only need to think about the friends you are making and the things you are talking about. It's going to be a grand time!

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部、審査委員・執筆者・広告主・御寄付を頂いた方々へ約300部、通信販売用に200部）と単行本（店頭販売と国際大会参加者への贈呈用2,000部）を予定していますが、広告収入や寄付の集まり具合を考慮して、7月の編集委員会で決定いたします。

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全国語学教師協会

JALT '85 KYOTO

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FEATURED SPEAKERS

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REGISTER BEFORE AUGUST 20 for discounted rates. Please use the blue form for conference registration. Use the red form for hotel reservations.

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Persons coming from abroad may pay by money order or check in US$. The rates are as follows:

Member	$46.00	32.00	19.00
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※ 但し、京都府、滋賀県、大阪府、兵庫県の中学・高校教師の方は、ＪＡＬＴ会員と同じ会費で結構です。

Reserve Your Room Now at Hotel Keihan!

This year's conference hotel will be Hotel Keihan, conveniently located across the street from Kyoto Station (Shinkansen side). It is also the first stop made by the limousine bus from Itami Airport, if you will be arriving by plane. In a departure from previous years, we have requested the Japan Travel Bureau (JTB), Kyoto Branch, to handle all hotel arrangements.

Rates: Single: ¥7,000 ($35); Twin: ¥6,000 ($30)/person

Hotel rooms must be reserved by Aug. 20 using the (red) furikae form. Full prepayment is required. Overseas participants may pay by personal check in dollars made out to "JALT-JTB," or by bank transfer to account no. 290030 at the Fuji Bank, Kyoto Office, in the name of "Japan Travel Bureau." European participants may pay through the postal Giro system quoting the account number on the red furikae (giro) form. Transfers from Europe normally take seven to ten days. Note that ***if personal checks are used, separate checks must be sent for the hotel and conference registrations as they are processed at different locations.*** If not applying through the post office, please send the red furikae form directly to: JALT '85 Desk, Japan Travel Bureau, Higashi Shiokoji-cho, Shimogyo-ku, Kyoto 600.

Since the conference is being held during a peak tourist season, all reservations are being handled on a "fast-come, first-served" basis. JTB will attempt to fmd alternate accommodations for applications arriving after the Hotel Keihan is full, but no guarantee can be made for those applying after the Aug. 20 deadline. If you have any questions concerning your reservation or any last-minute changes, please contact Mr. Kagawa at the Kyoto JTB office, 075-361-7241.

When filling out the form, we request all non-Japanese to supply their passport number. Please note that roommates must be mutually accepted. If you would like JTB to assign a roommate, please specify "smoking" or "non-smoking."

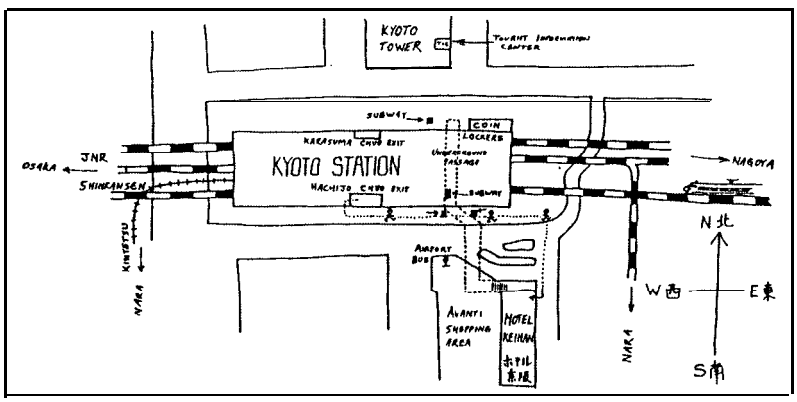
To complete your hotel reservation and conference pre-registration, take both forms, the red hotel reservation form and the blue JALT '85 pre-registration form to the banking window of any post office. Unlike the blue conference registration form, there is no handling charge for the red furikae.

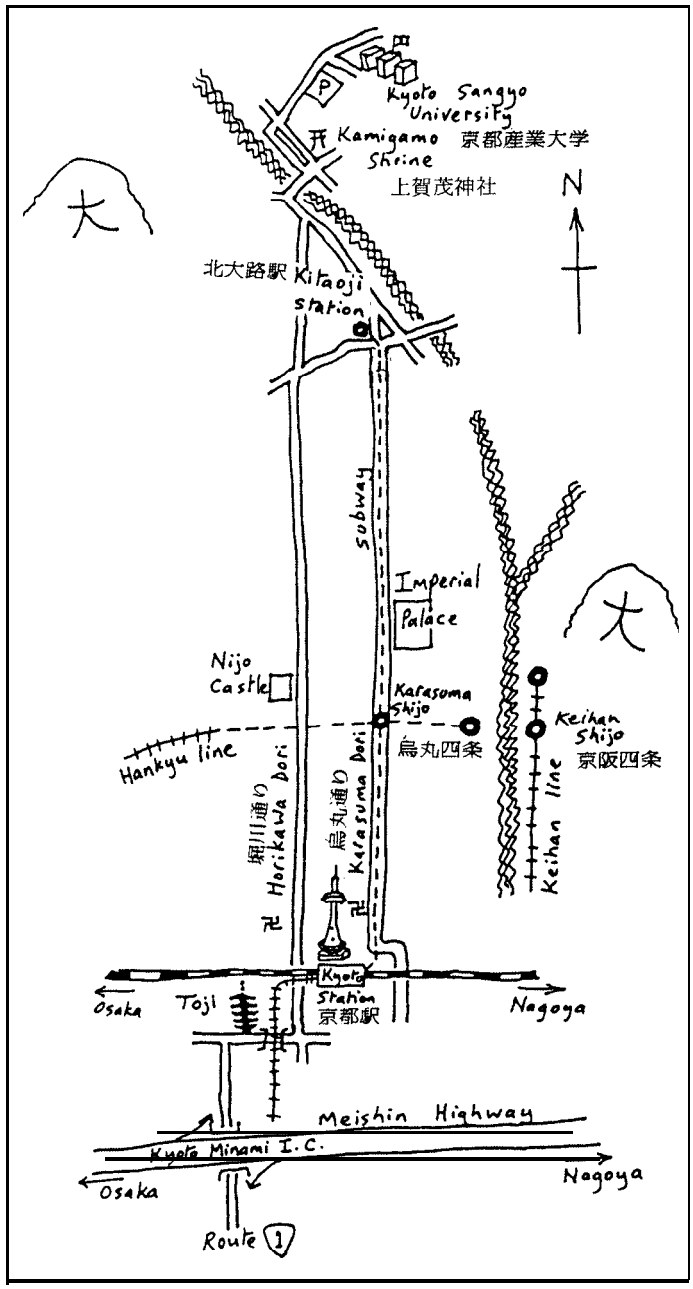
BENTO BANQUET

The best JALT social event ever. Sunday evening, Sept. 15, on the university campus. Only ¥l,500/person. Drinks extra, at rock-bottom prices.

HOW TO GET THERE:

Plane: Airport buses run from Itami to Kyoto Station (55 min.). The Hotel Keihan is the first stop.





J.N.R.: Take the subway from Kyoto Station (¥170) get off at Kitaoji Station. Special buses run to conference site.

Hankyu Line: Get off at Shijo-Karasuma and take the subway.

Keihan Line: Get off at Shijo Keihan. Take the Hankyu Line or walk (10-15 min.) to Karasuma-Shiio. Then take the subway.

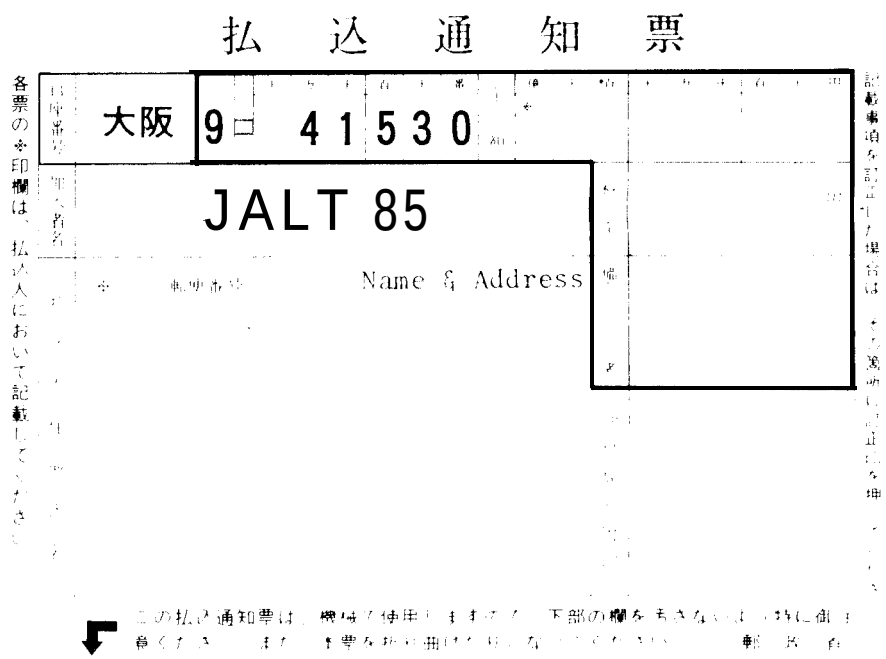
Car: From Kyoto Minami I.C. (13km). Free parking.

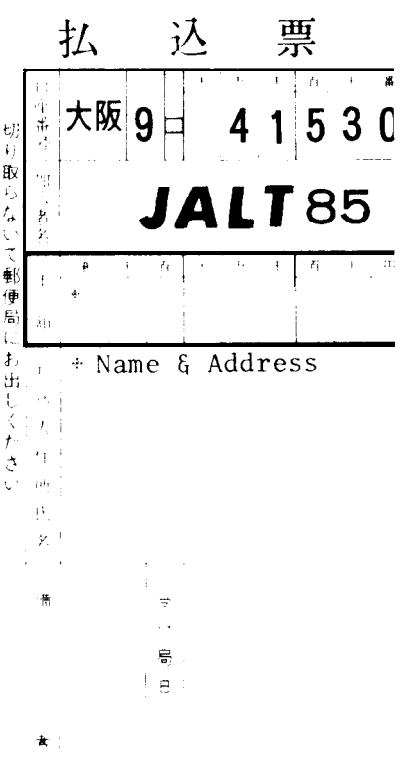
CONFERENCE INFORMATION:
075-221-2376

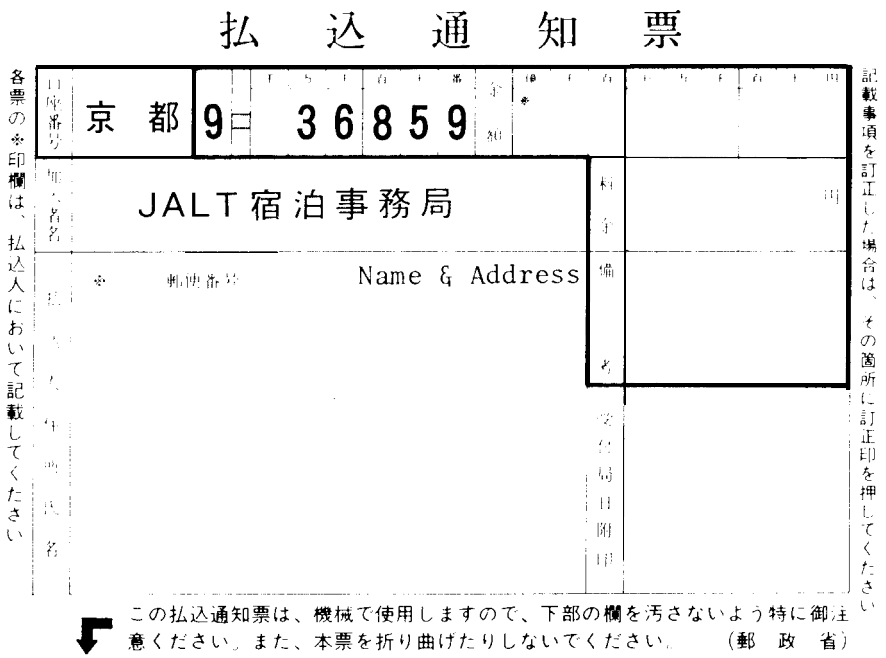
DIRECTIONS FOR USING THE POSTAL TRANSFER FORM

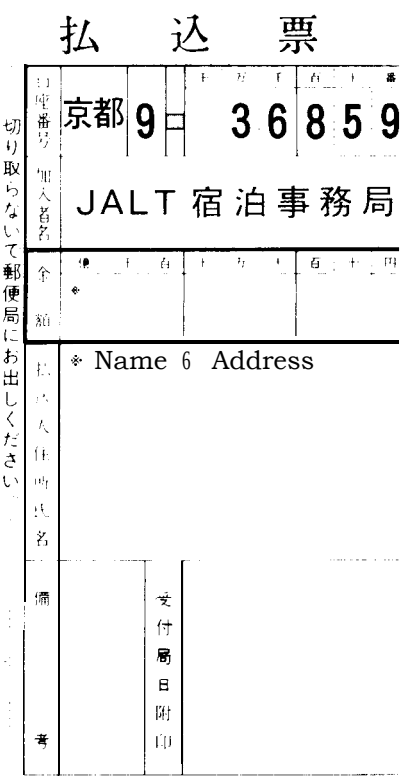
1. Fill out both parts of the form in either English or Japanese: a) Write the amount you are paying in the small boxes, one digit per box; b) Write your name and address in the large box of each part.
2. Fill out the reverse side in English (following the directions given).
3. Separate the form from these instructions, but do not separate the two halves.
4. Take the form, the amount of money to be sent and the appropriate handling charge to any post office. The postal bank windows close at 4 p.m. on weekdays, noon on Saturdays.

Handling charges: ¥1,000-¥5,000 (¥50); ¥5,0001-¥10,000 (¥70); ¥10,001+ (¥100)









ADDITIONAL INSTRUCTIONS FOR FILLING OUT THE FORM

1. Current JALT members: If possible, please provide your member code. It is on your mailing label following your expiry date.
2. If any information (address, phone numbers, work situation(s), etc.) has changed, please fill out the appropriate sections so that we change your main computer listing.
3. Please do not write in the blank space at the bottom of either side of the form. It is needed for computer use.
4. Please remit all dues payments after the close of the conference to: JALT, Kyoto S-15892.

LT '85 PRE-REGISTRATION FEES
.-ONLY BEFORE AUGUST 20---

	Member	Non-member
ıy	¥ 4,000	¥ 5,000
ıys	¥ 7,000	¥ 9,000
ıys	¥10.000	¥13.000

se note! Forms postmarked after 8/20 not be processed in time for the con- nce. Please pay upon arrival.

JALT MEMBERSHIP FEES

ular	¥ 6,000
ıt	¥10,000
lent	¥ 4,000
up (5 or more)	¥3,600 each
rseas — sea	$30/Y6,000
rseas -- air	$40/Y8,000
ımercial	$250/Y50,000

TESOL MEMBERSHIP FEES
(must be JALT member)

ular ¥1 1,000	Joint ¥16,500
lent ¥6,500	Airmail +¥2,500

IATEFL MEMBERSHIP FEES
(must be JALT member)

vidual	¥ 4,200
itutional	¥10,300

scriptions for IATEFL members:

Journal	¥4,100
lern English Teacher	¥2,800
ld Englishes	¥3,200
Gazette	¥2,600

)SS CURRENTS

	Member	Non-Member
ear		¥2,500
ears	¥4,000	¥5,000

CONFERENCE REFUND POLICY

Your conference fee and Bento quet reservation, minus a ¥2,000 ice charge, is refundable anytime or to September 14.

Batch# ... Chap ... /8 > /8 MC T/PC AE CC NL- ... ChC ...

PLEASE CHECK: ☐ JALT '85 ☐ New Membership ☐ Renewal ☐ Other Payment

Name ... Member-Code ... (From your mailing label)

☐Current/ ☐Desired Chapter ... Sex: ☐M ☐F

Address ...

Home ☎ ... Work ☎ ...

School/Company Name ...

Conference Days ☐ 9/14 (Sat) ☐ 9/15 (Sun) ☐ 9/16 (Mon) ¥...

JALT '85 BENTO BANQUET ☐ 9/15 (¥1,500/person) ¥...

Membership Type ☐ Regular *☐ Regular-Joint ☐ Student
☐ Group ☐ Overseas ☐ Commercial ¥...
*Joint Member/Representative's Name ...

Annual subscription to JALT Publications (for Non-members)
☐ *The Language Teacher* (¥4,200) ☐ *JALT Journal* (¥1,500) ☐ Both (¥5,000) ¥...

Other Payment ... ¥...

TOTAL REMITTED ¥...

NEW MEMBERS: Check your primary and secondary interests and languages taught below

1	2	
☐☐Children	☐☐College—University	☐☐Prep—School/Juku
☐☐Junior High School	☐☐Business	☐☐Private Classes
☐☐High School	☐☐Language School	☐☐Other

☐Chinese ☐English ☐French ☐German ☐Japanese ☐Korean ☐Spanish ☐Other

通 信 欄

この欄は、加入者あての通信にお使いください

この、払込通知票は、機械で使用しますので、下部の欄を汚さないよう特に御注意ください。また、本票を折り曲げたりしないでください。（郵 政 省）

Name: ... Sex: ☐M ☐F

Passport No: ... Country: ...

Address: ...

Telephones: Home ...
Work ...

School/Company Name: ...

Check-in Date: ...

Check-out Date: ...

Remittance: ... person(s) X ... night(s)

☐ Single ¥7,000 ☐ Twin ¥6,000

Sharing person's name: ...

☐ Please assign a roommate for me.

☐ Smoking ☐ Non-smoking

通 信 欄

この欄は、加入者あての通信にお使いください

この、払込通知票は、機械で使用しますので、下部の欄を汚さないよう特に御注意ください。また、本票を折り曲げたりしないでください。（郵 政 省）

JALT GROUP MEMBERSHIP APPLICATION FORM

Memberships are available at ¥3,600 per annum, granting each person full membership privileges at both the chapter and national levels, with the exception that only one copy of each JALT publication, *The Language Teacher* and *JALT Journal,* is sent for every five members or fraction thereof. It is savings in the publication cost which makes this low rate possible; since all of the members are normally working at the same location, there is most likely no need for each individual to receive his/her own personal copy.

For cases where individuals under the group membership plan would like to receive a personal copy of the newsletter, these may be ordered at the reduced rate of ¥1,800 per annum, provided that the extra copies are sent to the same address. Extra copies of the *JALT Journal* are available at ¥500 each.

Institution Name: _____

Address: _____

_____

Phone Number: _____ Liaison's Name: _____

Member's Name (Given + Surname)	Home Phone	Currently a Member?	Extra Copy of *LT*?*	For Official Use Only
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
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11.				
12.				
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14.				
15.				

*Please include mailing address(es) on a separate sheer or paper.

Total new members: _____ @ ¥3,600 = ¥_____

Total renewals: _____ @ ¥3,600 = ¥_____

Extra copies of ***The Language Teacher:*** _____ @ ¥1,800 = ¥_____

TOTAL SUBMITTED: ¥_____

Method of payment: o Local Chapter: _____ o JALT bank acct. o JALT postal acct.

PLEASE SUBMIT THIS FORM TO:
JALT c/o Kyoto English Center, Sumitomo Seimei Bldg.
Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600

– KEEP YOUR LT INTACT: USE A PHOTOCOPY -

JALT Undercover

***MEANINGS INTO WORDS: Intermediate.* Adrian Doff, Christopher Jones and Keith Mitchell. Cambridge University Press, 1983. 196 pp. With Teacher's Book, Workbook, Test Book, Cassettes (Student's Book and Drills).**

Meanings into Words is a two-part course in general English, of which the Intermediate course is dealt with here. It is aimed at students who have completed a sound basic course and are ready to consolidate and deepen their English knowledge. Experience within the Japanese context suggests it can be used with students ("false beginners" included) who have completed a year's work, or the equivalent of 100 hours of a standard beginner's course. General opinion suggests that- a higher elementary student (1.5-1.7 on the AFS scale) could cope with the work. provided sufficient training has-been given in the skills needed for dealing with semi-"authentic" materials in reading and listening. A true intermediate student (say 2.5 on the AFS scale) would probably find the text too easy.

The book's layout is straightforward and uncluttered, and is unusual in terms of recent design trends in that it does not rely on the instant appeal of glossy pictures. However, a variety of typefaces (e.g. elite, pica, capitals, boldface, italics, etc.) together with clear and meaningful diagrams, pictures and photographs make it attractive and, more importantly, easy to use.

The course is divided into 24 units covering seven functional areas: action, description, personal information, narration, past and present, comparison, and explanation. These broad areas are continued into the Upper-intermediate course.

With each unit structural elements are identified. For example, Unit Two (Decisions and Intentions) is structurally divided into three: the concept of "will" and "going to" and extensions into decision-making *(maybe, perhaps,* negative) and changing the mind *(instead);* use of *going to, planning to, thinking of -ing,* etc., and extension into suggestion *(shall we, let's, why don't we);* and use of the present continuous for future arrangements.

The skills content covered in each unit is wide-ranging and varied. Extensive listening and reading practice alternate between units as final extension activities, and material is presented also with listening and reading assignments interspersed among situational presentation. However, in terms of the amount of oral practice material provided in each unit, and the need for balance in individual lessons, supplementary listening materials are probably necessary. By the same token, a reading book which treats the reading skill systematically is a good investment for the average class.

The writing component is treated fully and with great variety of style and content. However, it is not easy to see a clear line of development of the writing skill, and the teacher wishing to stress this element might wish to analyse the writing activities carefully and recast them so that a logical teaching pattern emerges.

What is heartening to a teacher about the course is the stress on concept formation. This is particularly important in Japan where rote learning and translated equivalents have traditionally had precedence over meaning in its own terms. At all levels of presentation and practice, students are forced to think "Why?" Thus, the presentation of the difference between *will* and *going to* demands that students discuss the grammar in terms of meaning and function. For lower level classes this can be done in Japanese, although I found that my students (higher elementary) wanted, and were able, to do it essentially in English.

The authors have obviously worked hard to come up with good ideas for re-presenting tired old material. Problem areas, such as prepositions, are tackled in original ways. The unit on prepositions of direction was easily one of the most successful in terms of student interest, production and retention.

The teacher should be aware that it is likely he may have to recast the material in terms of the length of lesson time available. Otherwise an imbalance may easily occur (a long presentation might easily occupy a 45-minute class, for example). Varying the style of exercise occasionally might be desirable, as there is a tendency for instructions in time to become repetitive ("discuss in pairs, groups," etc.). Pacing will need to be adjusted to the ability of the class.

An extremely comprehensive Teacher's Book accompanies the course. Part 1, dealing with content and organization, is particularly valuable. The teaching notes are full, and are especially useful for ways to elucidate concepts and structure. An appendix contains ideas for remedial presentation and practice. Tapes come in two sets: the first contains the dialogues and listening materials from each unit; the second contains language laboratory drills. Voices are standard British with some regional variation. The intonation and rhythm are natural, and the tone essentially clear. The drill tapes allow adequate time for responses, but are demanding in terms of the thought required for an answer (rote responses are impossible). A Workbook provides a focus for written homework. Exercises are basically simple practice of the patterns studied, but again, require thought and inter-

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pretation for completion. Paragraph practice is given in at least one exercise per unit. A Test Book provides tests to follow each four units (these are written; there is no listening component). A final achievement test is also provided, I would like to have had an entry test provided as well.

Meanings into Words is an attempt to weld the functional and grammatical types of courses into a new approach that stresses the student's intellectual participation in his learning. He learns to use language, but also learns to reason why and how he does so. He learns also to distinguish between productive and receptive language, and gains confidence in operating within an English-language context. For the teacher, the course has a freshness and an inherent interest that encourage experimentation. The teacher is enabled to act as facilitator to learning rather than director.

Reviewed by Gaynor Sekimori

REVIEWS in BRIEF

WORD CITY: A NEW LANGUAGE TOOL (How Can I Look It Up If I Can't Spell It.?). Marvin Morrison. Pilot Lite Press, P.O. Box 305, Stone Mountain, Georgia 30086. 1981. 352 pp. US$4.95.

Word City is just a dictionary. But it is such an unusual dictionary that it deserves a close look. 'To say the least, I've never seen a dictionary like it. And after reading a set of term papers, I'm convinced of its necessity. There are no definitions in *Word City* but for poor spellers such as myself, it is the answer to the most perplexing problem in English "How can I look it up if I can't spell it?"

Word City is an innovative spelling dictionary, the unique listing system of which only requires the user to have a general idea of the pronunciation of a word in order to look it up. All words are listed according to an "address" which consists of a sequential listing of the consonant sounds in the word. Hence, *cat* is listed as **KT** and *spell* as **SPL**.

It sounds pretty simple, doesn't it? Well, it isn't. When you try to use *Word City,* you soon discover how closely tied you are to orthography. The first trick is to think "sound." And you must think only about the consonant sounds, which is sometimes pretty difficult. To make matters worse, any word beginning with a vowel falls in under its first consonant sound. For example. in order to find the word *apple* you will have to look under the address **PL.** Who would think to lbok for *apple* under **P?** Moreover, symbols are repeated only if there is a vowel sound between them, so that *dabble* would be listed under **DBL,** while *institute* is listed under **NSTTT.** Words with no consonant sounds are found on the first page of the listings. And would you believe, there are 24 of them!

Well, if all of that is not too complicated for you, then perhaps you can use *Word City.* I honestly think it is a most valuable tool for both teachers and students. Not only will it help students with their spelling, but *Word City will give them* insights into English pronunciation that they cannot get from pronunciation manuals.

Reviewed by George H. Isted
International Buddhist University

BASIC ENGLISH GRAMMAR. Betty Schrampfer Azar. Prentice-Hall, Inc., 1984. 284 pp.

Betty Azar's contribution to the endangered species of the grammar text is the first of three volumes designed to cover the range from beginners to advanced, and is impressively thorough. The 280 pages cover a fairly small range of grammatical functions, but these are dealt with in exhaustive detail, and arc frequently reviewed The layout is as attractive as it needs to be, given the nature of the book, although the tiny cartoon drawings scattered (rather arbitrarily) throughout the text are not a happy inspiration. Whenever possible, grammatical structures are summarised in table form, and rules are suggested for their formation and use. These arc occasionally open to question, but are in the main practical and clear.

There are suggestions to the teacher throughout for drills, although most teachers will prefer to fit this book into their course rather than use it as a main text, and will therefore select from it what they feel is necessary. For this purpose, the book needs to be known fairly well, as the index is hopelessly inadequate, and this would be my main recommendation in the event of a second edition: a revised and expanded index.

Reviewed by Richard Harris
Nagoya University of Commerce

PEN TO PAPER: SKILL OF WRITING (Elementary). Tricia Hedge. *IN A WORD: SKILL OF WRITING (Early Intermediate).* Tricia Hedge. Thomas Nelson and Sons Ltd, 1983. (64 pp. each).

These carefully thought-out and efficiently structured books are the first two in the "Skill of Writing" series. The books are not sequential, but are structurally graded and based on Stages One and Two of *English Grammatical Structure* bv Alexander *et al.* (Longman. 1975). The books are designed for young students; the first assumes 60-90 hours of prior English instruction (about one year), and the other assumes 150 hours (or about two years).

In practical terms in Japan, these books

could be put to good use as companion texts in intensive courses, junior college, or even university English programs. They could be used at the high school level as well, although they probably would not be squeezed into Japan's entrance examoriented curriculum. The books would be most helpful for students trying to acquire a full range of English skills, possibly with an intent to study abroad. Although students at the college (and even high school) level have a good deal more than the above-mentioned hours of English study, their actual productive ability and experience would put them right at the elementary level, on the whole.

Each book is divided into 12 units covering various writing functions, such as description, instruction, inquiry, letters, dialogues, etc. Each unit is designed to require about two hours of work, but could take longer, depending on the diligence and intensity given to each task.

The books communicate well through pictures and careful layout so that a minimum of verbal instructions convey the intent of the exercises. This allows the students to pay attention to the words and structures that they are expected to learn as they develop their writing skills. Not intended as self-study texts, these books leave a lot of room for the teacher's input and judgment. With emphasis on logical order and clear, simple English, these are "lightweight" books that provide a nicely balanced framework within which the teachers and students can stretch their creative skills.

Reviewed by Marilyn Higgius
Ube Junior College

ONCE UPON A TIME: Using Stories in the Language Classroom. John Morgan and Mario Rinvolucri. Cambridge University Press, 1983. 120 pp.

Once Upon a Time is a helpful book to get a hesitating language teacher to start telling stories in class. There is a section on *dos* and *don'ts* and these can nicely be used to help the teacher integrate stories in his/her specific teaching situation. There are, further, a series of follow-up exercises which give ideas for involving students and tailoring stories to fit a specific teacher style and teaching environment.

The exercises and activities all require that students are ready to participate, and that the number is not much over 20. This makes it a good resource book for teaching with relativelv small groups. For larger, less motivated groups the book offers little direct help. The 70 stories in the volume are fairly long, and while adaptation is possible, I found that student attention span and memory for details make shortening imperative.

The book contains a warning that "it is not much use to try storytelling to Arabic- or Japanese-speaking complete beginners." While that may be true, it would seem that there are ways to accommodate also such unfortunates, but the book does not specifically address this.

The suggestions and material in *Once Upon a Time* seem well suited for students with some command of English studying in smaller groups, but it offers only limited help with students in less attractive learning situations.

Reviewed by Torkil Christensen
Hokusei Junior College

booksbooksbooksbooks

RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for *The Language Teacher*.

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. **All final-notice items will be discarded after 31 July.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Benson & Greaves. *You and Your Language, books 1 and 2.* Pergamon, 1984.
*Cook. *English for Life, vol. III* ("Living with People," International Edition, Student's book). Pergamon, 1983.
* ~ ~ *Listening to "Meeting People"* (Teacher's tapescript, cassette tape). Pergamon, 1983.
*Cook & Chambers. *Ltstening to "People and Places"* (Cassette tape, Teacher's tapescript). Pergamon, 1983.
*Doorley & Gray. *First Certificate English Practice Tests.* Cassell, 1985,
*Folse. *Intermediate Reading Practices.. Building vocabulary and reading skills.* University of Michigan. 1985
*Haines. *English in Print: Around Britain* ("Materials for Language Practice" series). Pergamon, 1984.
*--. – –. *English in Print.. Contemporary Themes* ("Materials for Language Practice" series). Pergamon, 1984.
*Jones. Use *of English: Grammar practice activities for intermediate and upper-intermediate students* (Student's book, Teacher's book). Cambridge, 1985.
*McGovern & McGovern. *Bank on Your English.. An elementary course in communication for bank employees* ("Materials for Language Practice" series; book, cassette). Pergamon, 1984.
*Mortimer. *Elements of Pronunciation: Intensive practice for intermediate and more advanced students.* Cambridge, 1985.
*Pereira & O'Reilly, eds. *Four Seasons: An anthology of original writing in English by Japanese writers.* Citv Press. 1985.
*Schecter. *Listening Tasks for intermediate stu-*

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dents of *American English* (Student's book, Teacher's manual and answer key, cassette). Cambridge, 1984.

*Tillit & Bruder. *Speaking Naturally: Communication skills in American English* (book, cassette). Cambridge, 1985.

Bulger. *Investigations in English* (Student's book). Cassell, 1985,

Menasche. *Writing a Research Paper* ("Pitt series in English as a Second Language," #16). University of Pittsburgh, 1984.

Read & Matthews. *Pyramid: A secondary course in English,* level one (Student's book). Collins, 1985.

Reinhart. *Testina Your Grammar.* Universitv of Michigan, 1985.

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†Batteiger. *Business Writing: Process and Forms.* Wadsworth, 1985.

†Cobb. *Process and Pattern.. Controlled composition practice for ESL students.* Wadsworth;~ 1985.

†Peaty. *Functional Practice.* Cassell, 1985.

†Sega1. *Encore, Book 1* ("English Developmental Reading" series). Heinle & Heinle, 1985.

†Verderber. *The Challenge of Effective Speaking, 6th ed.* Wadsworth, 1985.

†Yorkey *et al. New Perspectives: Intermediate English, Book 1, 2nd ed.* Heinle & Heinle, 1985.

†NOTICE: The scheduled reviewers of the following books either have not responded to requests for the reviews or have declined to review the materials in question:

Allan. *Come into My Castle* (graded reader)
Barbieri. *Fool's Dance.*
Clarke. *The Turners at Home* (graded reader).
Comfort *et al. Basic Technical English.*
Lofting. *The Story of' Doctor Dolittle* (graded reader).

Any JALT member who would like to assume responsibility for one or more of these reviews should contact the book review coeditors.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Ely, *Bring the Lab Back to Life* ("Language Teaching Methodology" series). Pergamon, 1984.

*Poldauf. *English Word Stress: A theory of word-stress patterns in English.* Pergamon, 1984.

*van Ek & Trim, eds. *Across the Threshold. Readings from the modern languages projects of the Council of Europe.* Pergamon/ Council of Europe, 1984.

*Williams *et al.,* eds. *Common Ground.. Shared interests in ESP and communication studies.* Pergamon/British Council, 1984.

Klippel. *Keep Talking* ("Handbooks for Language Teachers" series). Cambridge, 1985.

McArthur, ed. *English Today: The international review of the English Language,* 1: 1 (January, 1985).

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†Guth. New *English Handbook, 2nd ed.* Wadsworth. 1985.

tNOTICE: The scheduled reviewers of the following books either have not res onded to requests for the reviews or have declined to review the materials in question:

.Holden, ed. *New ELT Ideas.*
Rubin & Thompson. *How to be a More Successful Language Learner.*
Widdowson. *Learning Purpose and Language Use.*

Any JALT member who would like to assume responsibility for one or more of these reviews should contact the book review coeditors.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book review co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese_ All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Shin-Ohmiya Green Heights 1402, Shibatsuji-cho 3-9-40, Nara 630.

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of *The Language Teacher:*

Aitken. *Loud and Clear.*
~~ --. *Making Sense.*
Andrews. *English for Commerce*
Asano & Dowd. *Cultural Linkages between Japan, UK and USA.*
Bell. *Spotlight on Energy,.*
Carrier & Evans. *Spotlight on Cinema.*
Carrier & Pacione. *Spotlight on Rock Music.*
Christie. *Spotllgh t on Great Mysteries.*
Curry. *Spotlight on Women in Society.*
Dean. *Spotlight on the World Cup.*
Ellin-Elmakiss. *Catching on to American Idioms.*
Gilbert. *Clear Speech.*
Gregg. *Communication and Culture,*
Hasegawa & Wright. *This is America,*
Himstreet & Batv. *Business Communications.*
Hope *et al. Using Computers in Teaching Foreign Languages.*
Jolly. *Writing Tasks.*
Kingsbury & O'Shea. *"Seasons & People" & Other Songs.*
Koyama & Takashima. *Catch It!*
Knowles & Sasaki. *Story Squares.*
Krone. *Background to New York.*
Lavery. *Active Viewing Plus.*
McRae & Boardman. *Reading Between the Lines.*
Morley. *Listening and Language Learning in ESL.*
Nelson. *Musical Games for Children of All Ages.*
Nomura. *Pinch & Ouch.*
Porter *et al. Communicating Effectively in English.*
Richards & Bycina. *Person to Person, Book 1.*
Rinvolucri. *Grammar Games.*
Root & Matsui. *Campus Life, USA.*

(cont'd on page 33)

Chapter Reviews

Chapter reviews are to be 150-250 words, typed double-space on A-4 size paper, and submitted to the editor by the first of the month preceding publication. Longer reviews can he considered only upon consultation with the editor.

HAMAMATSU

EVERYTHING YOU WANTED TO KNOW ABOUT DRAMA.. . BUT WERE AFRAID TO ASK

By Tim Williams, Osaka Gakuin University

In the May meeting of JALT-Hamamatsu, Tim Williams of Osaka Gakuin University had our normally passive group rolling on the floor (literally), jumping about, and screaming and giggling like small children. In his rapidly-paced session, Mr. Williams demonstrated a wide variety of drama and/or play techniques that are adaptable to almost any age, skill level, or class content.

Mr. Williams emphasized that, above all, it is necessary to build up the students' sense of security by encouraging class identity and cooperation. This can be done by encouraging small, temporary groups to cooperate and increasing the group size until the whole class cooperates together. One essential pre-condition for the successful usage of these techniques is the complete absence of any barriers or insecurities. As Williams puts it, ". .once you've found yourself with a complete stranger draped over your shoulders singing the national anthem, life has few terrors and you might as well try anything. ."

Mr. Williams provided a series of improvisational situations which seemed to be more reflective of "real life" than scripted, memorized passages found in textbooks, and the drama techniques seen throughout the afternoon covered a wide range of uses. In summary, this well-received session demonstrated how you, as an instructor, can inject new life into your classrooms.

Reviewed by Scott Dutton

HIROSHIMA

TESTING: THEORY AND PRACTICE

By Martin Millar, Hiroshima University

At the May meeting of the Hiroshima chapter, Martin Millar gave a comprehensive introduction to both the theoretical and the practical aspects of language testing. Although the validity of language testing has recently been challenged by, most notably, Krashen's language acquisition model, Millar views testing as an integral part of the educational system. He stated that one of the functions of testing is to serve as a kind of "quality control" within that system.

In order to fulfill this function, a test must be constructed upon certain principles which assure its accuracy as a device for both measurement and evaluation. Millar defined and discussed test validity, reliability, discrimination, and backwash, factors which are inherent in well-constructed test items.

In discussing these factors, Millar cautioned against common "teaching errors" in test construction and administration. Tests are often designed around material which provides "easy-to-construct test items" at the expense of equally important material which is more difficult to test. Tests are often constructed in such a way as to measure more than what was actually taught. Teachers assume their students have prior, often unrelated knowledge, and often, unwittingly, evaluate this knowledge. The purposes of different types of tests, such as progress, achievement. or diagnostic tests, are sometimes confused; tests designed to measure one thing arc mistakenly used to measure something quite different.

Millar then presented examples of tests that have been developed within each of the four language skill areas: listening, speaking, reading and writing. He gave practical suggestions for developing one's own tests. In demonstrating how a test should "have a positive effect and cause improvement in teaching," Mr. Millar extended the quality control analogy to the teacher as well.

Reviewed by Kathleen Pappert
Notre Dame Seishin Junior College

HOKKAIDO

THE PROCESS OF MAKING A VIDEOTAPE

By Howard Tarnoff, Sapporo Medical College

Participants were led step by step through the selection, use, and making of video materials at the Hokkaido JALT April meeting. Tarnoff first stressed the care that is necessary in selecting video materials. We listened to the soundtrack of a video and guessed there to be 6-20 people wearing large glasses in a hospital; the soundtrack with pictures revealed only three people, none bespectacled, about to eat dinner. We then saw a second tape, a mysterious hotel check-in, where sound and pictures were in better agreement and which attracted audible interest from the audience.

(cont'd on next page)

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Going beyond language learning tapes Tarnoff uses movies and news broadcasts to introduce real language. We were treated to a scene of "The Graduate" and it was stressed that the instructor should select only material that he/she can stand watching again and again and again.

In the middle of the year, when the students are getting tired of the textbook and it is too hot, Tarnoff has his students make their own play and record it. This stimulates student interest and enables the use of English in a complex goal-centered activity. It takes six to eight weeks to go through the whole process: the writing, learning. rehearsing, and recording of the play. On the way the students use English to produce the play with the side benefit of making the language real to the students. We were treated to one of the plays, a variation of the single feather that became five hens.

Reviewed by Torkil Christensen
Hokusei Junior College

NAGASAKI

PRESENTATIONS, FEBRUARY THROUGH MAY

This is a quick recap of activities at the Nagasaki chapter beginning with the February presentation, -which was reviewed in the April issue (in Japanese). until the end of May. Mr. Munetsugu Uruno visited Nagasaki in February to talk about problems with materials. Basically his presentation was a review of the materials he had collected over 15 years of teaching and brought together in his book, *Basics in Listening.* published by Lingual House. He has attempted to apply, in as practical a way as possible, the new teaching theories to the average Japanese high school classroom. His own personal success can be attributed to both his years of experience and his excellent skills in language; he is essentially bilingual.

In March, W.A. McBean of Oita University talked about the use of short wave radio as a means of improving one's abilities in listening. After he told us that equipment has been improved, simplified and reduced in cost to the point where it is no longer necessary to be a 'short wave freak' in order to enjoy and benefit from short wave radio, he gave us a thumbnail lecture on the theory of radio and antennas, listed all the 15 or so stations that can be received in Japan and went on to explain which provided the best reception and programming at which times of the day. This was supplemented with information as to where to receive program pamphlets from BBC. VOA. Radio Australia, 'etc.' Though ending with the advice that it is essential to develop the habit of listening regularly in order to make steady improvement in one's hearing skills, it was obvious that, pedagogics aside, the main point of McBean's presentation was to share with others the enjoyment he finds in this ever more readily accessible medium.

A REMINDER FROM THE EDITOR

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page three be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are handwritten, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should include a stamped, self-addressed envelope. ALL Japanese language copy *must* be submitted to the Japanese Language Editor.

In April there were two programs. The first. on the 21st, by Dr. Marion Carr (PBVM) of the University of San Francisco (presently teaching at Junshin Junior College in Nagasaki), was on writing. After a warm-up exercise she gave two assignments, one very vague, the other clear and of interest, thus implying that our assignments to our students should always be specific and interesting. Next she went into topics, experiential and data-based, including the forms of assignments (directed vis-a-vis controlled. in class, library. homework, etc.), and finally. the pre-writing process (including vocabulary, questions, discussion, reading, brainstorming and organization). On the 28th of April, Dr. and Mrs. Brubaker of Wesleyan Junior College. Nagasaki. talked about their experiences teaching in Foochow. China. during the month of March, including the Chmese language, the enthusiasm of the teachers and students. and conditions personal and professional for both themselves and their Chinese colleagues, Their talk was both interesting and enthusiastic.

In May there were also two programs. On the 19th, Mark Twemlow of the BBC Division of ILS discussed the use of video as a teaching tool. After mentioning the various forms of equipment available, he got right to the heart of the matter - video's advantage of putting language into a 'complete text' so the learner can see gesture, expression, mouth movement and the background of the dialog. Moreover, it is far easier to see which person is leading a conversation than to gather this from recorded sound alone. Mark then pointed out that there are basically only two types of video software, story line and module: the former a continuous story, the latter separate unrelated skits, usually made to demonstrate a single function or grammatical structure.

On May 26th, a program by Ron Gosewisch provided a demonstration showing how junior and senior high school teachers can edit the tapes that accompany the officially approved texts. Why? To change this material from a teacher-centered to a student-centered format. Two lessons. one based on narration and the

other on conversation, were practiced. This was to show that material in either form can be largely internalized by the students before explanations are made, thereby reducing the time and energy that is now so often being wasted.

Gosewisch also tackled another, different area ~ writing at the advanced level. Attention was paid to the 'free modifying phrase' and its versatility and effectiveness in building sentence texture.

Reviewed by Ron Gosewisch
Nagasaki University

NAGOYA

WHAT DO WE DO WITH "BAMBI"?

By David Watson

At the May meeting of the Nagoya chapter, David Watson spoke about his experience teaching English to first and second year senior high school students at Meito, a new public high school in Nagoya. He touched on a wide variety of related topics, including his philosophy of learning and approach to teaching, student behaviour. choice of curriculum material, critical thmking skills and Japanese and Western teaching styles.

He mentioned the use of film, literary texts, drama, and guest speakers on such topics as writing *haiku,* as being ways of enriching the students' experience of and widening their perception of what can be done with the English language. His presentation was spiced with anecdotes from both his present situation and his previous experience in east Los Angeles.

A useful exchange of ideas was provoked particularly in the area of how to deal with unacceptable student behaviour in the classroom. It was interesting to note that although most of the participants felt that the humourous approach seemed generally to be the most effective. there were a number of hardline advocates of the more spartan *zen* method of dealing the somnolent or inattentive a sharp blow.

Mr. Watson's presentation was followed by a session with Cambridge ELT Consultant, Moira Prior, who displayed a large selection of books and other materials from Cambridge University Press.

Reviewed by Lesley Geekie
Aichi Shukutoku Educational Institute

企業内語学教育研修の抱える諸問題

―第5回企業内語学教育セミナーを終えて

(Review of the 5th In-Company Language Seminar)

ロ ブ 直 子 (Robb, Naoko)

第5回企業内語学教育セミナーは5月24日（金）大阪府枚方市内にある松下電器産業海外研修所において開かれた。今セミナーは日本商工会議所、大阪商工会議所、京都商工会議所、神戸商工会議所、関西生産性本部、関西経済連合会、関西経済同友会、大阪新聞社、グロビュー社、アルク *The English Journal* 、朝日イブニングニュース社等11団体もの後援を得て行われた。雨天にもかかわらず参加して下さった50名の方々の熱気で天気も徐々に回復、帰宅時には雨も上がって充実した一日であった。

今回のセミナーは企業内語学教育研修の抱える諸問題を「職場のニーズにどのように対応するか」という観点にポイントを置き、group discussion形式を主体として具体的な意見交換、討論を行ってもらった。この分科会方式は「もっとつっこんだ具体的な討議の場が欲しい」という過去の参加者のアンケート調査により考案されたもので、今回が初めての試みであったがまさに「参加者のニーズに対応できる」方法の一つであったことは確かなようで、多くの方々から好評を頂いた。ただ時間が短く、もう少し討論したかったと言う意見も多く今後の課題としたい。

午後の分科会と同様、今回特に好評だったのは、午前の中西基良氏、Patrick E. Graupp 両氏による「洋電機で行っている「合宿研修の体系とその問題点」と題した講演であった。米国のビジネスマンも熱心に取り組むBusiness Game の Idea を簡素化してうまくとりいれ楽しみながらビジネスに必要な英語を学んで行くというGraupp 氏考案の研修プログラムを、プリントやスライドで分かり易く具体的に事例報告して頂き大変参考にな

午後は大阪ガスの森本茂男氏が「語学研修制度の定着とその変遷」、住友金属の W. Matreyek 氏が「The Implications and Consequences of Changing the Program Name」、大日本スクリーン製造の原浩氏が「海外要員語学研修の抱える問題・今後の対応」、竹中工務店の渡辺治夫氏が「合宿研修におけるカリキュラム」と題して、それぞれ10分の基調スピーチをされた。この4つのテーマによるスピーチで各企業の抱えている問題点が明確になり、参加者がどのグループに入って討議をすべきかを決めるのに非常に役だった。

特に大日本スクリーン製造の原氏の発表は建前論の多い中で本音がうかがえるユニークなものであった。お陰で後の討議も本音で語り合うことができたのではないかと思う。

分科会は約一時間半行い、その後全員が再び一堂に会して各グループの書記からの報告を聞いた。報告を要約すると、どのグループも各社の語学教育のニーズに合った研修プログラムの作成に頭を悩ませているのが現状で、問題解決にはほど遠いものの他社と比較できる場を得て色々参考になったというものであった。ＪＡＬＴの主催する企業内語学教育セミナーは今回でやっと5回目、各企業の抱える多くの問題のことを考えると今後益々盛んにやるべき分野にもかかわらず人手不足で思うにまかせずというのが現状である。今後こういうセミナーの企画、準備を担当してみたいと思われる会員は是非御一報下さ

第6回JALT英語読解研究会報告

(Review of the 6th JALT English Reading Seminar)

「読解指導の動向――第19回TESOL国際大会の報告」

講演者：北 尾 謙 治 (Kitao, Kenji)
南 野 和 恵 (Minamino, Kazue)
報告者：吉 田 信 介 (Yoshida, Shinsuke)

今年の大会では読解に関する発表に、大きくわけて2つの傾向がみられた。つまり(1)読解とは何かをリサーチにより理論的に追求するものと(2)読解の指導技術を具体的に教えるものである。

個別発表では、ホーラックが、今までは読解力の伸びをはかるのに、訓練後のテストによる結果にのみ注目してきたが、それには記憶力等の他の要素も含まれている為、プロセスを重視する必要があり、そこから学習者の弱点を明らかにすべきであることを指摘した。クラッシェンは Sustained Silent Reading がドリルや討論をしながら読む方法よりも読解力がつくことを、L_1の学習者で確かめ、L_2の学習にもあてはまるとした。また読める学生は読書量が多く、書く力もあり、逆に読めない学生はドリルをしても追いつかない。つまり自由に大量に読ませれば自然に読解力がつくと指摘した。ハケットは英語のパラグラフは main idea, subordinate idea, details から成り立っており、それらの順序・数は不定だが、文章になると一本に並べられているので、Mapping の手法を用い、2次元的に視覚化して把握し、パラグラフの Outline を明確にする方法を紹介した。

Bulletin Board

Please send all announcements for this column to Jack Yohay, 1 111 Momoyama Yogoro-cho Fushiml-ku Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

TEXAS TESOL CONVENTION
Austin, November 8-9
CALL FOR PAPERS

Colloquia topics include ESL/Bilingual Curriculum Concerns for the Public Schools; Ll= L2? A Formal Reevaluation; Schema Theory and Rhetorical Organization for Effective Reading Comprehension and Recall; and The Reality of Microcomputer Software. Papers are sought for 25-minute colloquium talks and for general 45-minute and 90-minute presentations and workshops. Please submit 150-200-word abstract and 25-50-word summary by Aug. 15 to: TEX-TESOL State Convention, c/o UT Intensive English Program, 1103 W. 24th St., Austin, TX 78705, U.S.A.

LANGUAGE TEACHER EDUCATION: FUTURE DIRECTIONS
Hong Kong, December 16-18

The sub-themes of this first ILE International Seminar are social and linguistic perspectives, course development, and teacher evaluation, all with emphasis on English- and Chinese-language teacher education. Apply by Aug. 15 to the Director, Institute of Language in Education, Park-In Commercial Centre, 21/F, 56 Dundas Street, Kowloon, Hong Kong. Information may also be requested of James White, 14-2 Nishi-yama-dai, Sayama-cho, Osaka 589; tel. 0723-66-1250.

AUSTRALIAN NATIONAL UNIVERSITY
Graduate Program
APPLIED JAPANESE LINGUISTICS

The Graduate Courses in Applied Japanese Linguistics train students in the principles of language learning and the philosophy necessary to establish a sound methodology for language teaching. The teaching of Japanese as a second language is emphasized. A Diploma Program, M.A. Program, and Ph.D. Program are offered.

Address any enquiries to: The Registrar, Australian National University, G.P.O. Box 4, Canberra. G.C.T. 2601. Australia.

第8回JALT英語読解研究会

(The 8th JALT English Reading Seminar)

日　　時：7月20日（土）2:00～4:30
場　　所：同志社大学　神学館1階会議室
　　（正門より北へ1分）
研究発表者：吉田信介（同志社大学非常勤講師）
　　川村欣司（京都産業大学非常勤講師）
　　吉田晴世（摂南大学非常勤講師）
研究発表：読解教材に関する研究の動向
内　　容：我が国の英語教育が読解と文法を中心に行われてきたので、読解教材はその主流的存在である。その読解教材に関する研究も多くされている。今までに各学会の紀要や商業雑誌に発表された研究を基に、その動向を分析・評価する。海外の研究誌に発表された論文にも言及する。
会　　費：無料
問い合わせ：北尾謙治（電話）075－251－4063
　　夜　075－343－6017

SELF-ACCESS PAIR LEARNING

A series of workshops will be held in Tokyo, in conjunction with CEEL Geneva, Switzerland, on Saturdays and Sundays throughout July to introduce self-access pair learning and train teachers in the classroom use of Threshold materials For more information contact: Jerry Larson, CEEL Representative, Bunka Institute of Language, 22-l Yoyogi 3-chome, Shibuya-ku, Tokyo 150; tel.: 03-370-3111, ext. 2223.

TOUR TO CHINA
July 23-August 1

Shanghai – Wuxi ~ Nanjing Qufu -. Taishan - Chingdao – Beijing. Guided by Bill Sharp, M.A. in Chinese Studies. Information: 03-934-5784.

(cont'd from page 28)

Saitz *et al. Contemporary Perspectives.*
Scarbrough. *Reasons for Listening.*
Selinker & Glass. *Workbook in Second Language Acquisition.*
Sell *et al. Modern English: Cycle Two.*
Stokes. *Elementary Task Listening.*
Swan. *Act One in English.*
Swan & Walter, *The Cambridge English Course, Book 1.*
Underwood. *Linguistics, Computers, and the Language Teacher.*
Wright *et al. Games for Language Learning.*
Wyatt. *Computers in ESL.*
Yokoo & Nakamura. *A New Current English Composition.*

Positions

(KOBE) The Kobe YMCA is now recruiting English tcachcrs, native speakers, for part-time positions beginning in September. Further information: YMCA College Office, 7-15 Kano-cho 2-chome, Chuo-ku, Kobe 650; tel.: 078-241-7201.

(KYOTO) The Kyoto YMCA English School has an opening for a Senior Instructor/Curriculum Developer. We are looking for a highly-qualified person with a sound knowledge of contemporary teaching methods and materials and with a long-term professional commitment to TEFL in Japan. For further information contact: Yasushi Kawachi, YMCA, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-23l-4388.

(OSAKA/FUKUI/HIMEJI) Qualified applicants with proper visa sought for full-time ESL positions in Osaka and Fukui, and part-time in the Himeji area. Competitive salary, including overtime pay for teaching more than 60 hours a month. Send resume to Philip Hofmann, Kansai Branch Teaching Staff Manager, The Tokyo Center for Language and Culture, 2-2-l 7 Shibata. Kita-ku, Osaka 530, or call 06-375-0361.

(TOKYO) Small conversation school needs substitute teacher(s) to cover five Saturday classes in August (2, 3, 4, 7, and 8 p.m. on Aug. 10, 17 and 24): ¥5,000 per hour. Mr. Harris. 03-721-1938.

Meetings

Please send all announcements for this column to Jack Yohay, i 111 Momoyama Yogoro-cho, Fushimi-ku Kyoto 612 The announcements should follow the style and format of the LT and be received by the first o3 tha month preceding publication.

FUKUOKA

Topic: Ten Games for Classroom Learning
Speaker: Richard Dusek
Date: Sunday, August 4th
Time: 1 – 4:30 p.m.
Place: Fukuoka Shimin Kaikan. Teniin 5-l-23, Chuo-ku
Fee: Members, free; non-members, ¥500
Info: Etsuko Suzuki. 092-76 l-3811
Richard Dusek: 09403-6-0395

Language games are not just for fun, but for deeper learning. The presentation will be given in English, Japanese, or both, depending on those present.

HAMAMATSU

Topic: Songs; Second Annual Bar-B-Q Party
Speaker: Dale Griffee, JALT Sendai President; Author, *Listen & Act*
Date: Sunday, July 21st
Time: 1 – 4:30 p.m.
Place: Garv Wood's house: 2-8-20 Nunohashi, Hamamatsu; 0534-72-9056
Fee (includes burgers, booze, and babble): Members, ¥3,000; non-members, ¥3,500
Info (general): Scott Dutton, 0534-52-5818
Party info: Kyoko Hongo, 0534-33-7633

Mr. Griffee will lead us through sample lessons that range from beginner to intermediate and deal with such issues as singing, listening, dialogue creation, and culture. Practical solutions to such problems as discussion questions for low-level students, how to teach a song without singing, and how to deal with songs with a high degree of cultural content will be demonstrated. We will form ourselves as a class to experience these lessons and then discuss them.

HOKKAIDO (Sapporo)

Topic: Reading Theory and Practice in ESL Classes
Speaker Yoshifumi Sato
Date: Sunday, July 2 1 st
Time: 1:30 – 3:30 p.m.
Place: Kyoiku Bunka Kaikan, North I, West 14
Fee: Members, free; non-members, ¥500
Info: C.A. Edington, 011-231-l 121

Mr. Sato has an M.A. in Linguistics from Ohio University and has taught at Shiroishi Junior High School for 11 years. He will contrast reading Japanese with reading English, pointing out problems of the grammar-translation method, and will suggest an effective lesson plan for an ESL reading class.

KYOTO/OSAKA

Topic: Implications of Classroom Research for Language Teachers
Speaker: Dr. Craig Chaudron, Univ. of Hawaii
Date: Sunday, August 4th
Time: 1:30 ~ 4:30 p.m.
Place: Umeda Gakuen (turn right at the Shoko Hotel, past the Sanbangai Cinema on the east side of Hankyu Umeda Station, Osaka)
Fee: Members, free; non-members, ¥l,000
Info: T. Cox. 0798-71-2272
J. Wicman, 075-541-1419

A summary of the major areas of research and results from classroom studies showing their meaningfulness for classroom teaching, with examples of activities that appear to enhance communication and learning.

KYOTO/OSAKA/KOBE

MIDWEEK SPECIAL WORKSHOP AND PRESENTATION
Osaka, Tuesday, August 13 th

(1)

Topic: The Treatment of Errors in the Communicative Classroom
Speakers: Dr. Kathleen Bailey, Monterey Institute of International Studies
Dr. Douglas Brown, San Francisco State University
Time: 1:30 ~ 4:30 p.m.
Place: Umeda Gakuen (see notice above)
Fee: Members,¥1,500;non-mcmbers,¥2,000
Pre-register (see below)
Info: T. Cox, 0798-71-2272 (till early Aug.)
J. Wieman, 075-541-1419

A discussion of research data and models of error treatment in traditional language classrooms and a practical look at their implications for teacher behavior in a classroom that aims primarily at teaching communication.

The workshop: suggestions for teaching errors in the classroom. Practical demonstrations of error correction techniques. Participants will hear tapes (possibly see a video tape) and work with written compositions.

Admission to this afternoon lecture/workshop is by pre-registration only. Apply immediately to T. Cox by calling above number. Deadline: July 20.

(2)

Topic: Strategies for Successful Language Learning and Teaching
Speakers, place, info: as above
Time: 7 – 9 p.m.
Fee: Members,¥l,000;non-members,¥l,500
(no pre-registration)

A consideration of the kinds of personality styles and cognitive strategies that can lead to successful language learning, followed by a set of principles for adopting a *teaching* style that is effective in promoting positive attitudes, motivation, and communication among students. with a practical demonstration of a number of communicative classroom acjtivities that enhance a learner's repertoire of language learning strategies.

MATSUYAMA

Topic: Foreign Exchange Programs for Language Study
Date: Sunday, July 21st
Time: 2 -- 5 p.m.
Place: Bancho Kominkan, next to Bancho Hotel
Fee: Free
Info: Marin Burch, 0899-3 l-8686
Kyoko Izumi, 0899-77-3718

This will be a special open house: one can come and go any time between 2:00 and 5:00. There will be tables with information on specific overseas programs, representatives from the major programs and also people who have been on these programs. This should be an excellent opportunity to find out when and where to apply and how to choose a program suitable to your needs.

NAGASAKI

Topic: Speaking: Strategies of discourse
Speaker: Dr. Bernard Choseed
Date: Sunday, July 7th
Time: 1:30 4:30 p.m.
Place: Nagasaki University Education Dept., Room 63
Fee: Members, ¥500; non-members, ¥l,000
Info: Satoru Nagai, 0958-84-2543

NAGOYA

Topic: Teaching Materials Discussion
Speaker: all participants
Date: Sunday, July 14th
Time: 1:30 – 5 p.m.
Place: Aichi Kinro Kaikan, Tsurumai
Fee: Members, free; non-members, ¥500
Info: Lynnc Roecklein, 0582-94-0115
Kazutaka Ogino. 05363-2-1600

After more than a year and a half primarily of listening to lectures and attending demonstrations, it's time for small-group discussions among ourselves. This month, bring along an activity or project you've had unusual success with in the classroom. Should you, alas, have had no such success, bring along your most valiant failures! Come along for talk, ideas, wine and cheese, books and records, congeniality and collegiality in this meeting just as summer comes.

SENDAI

Topic: Activities for Lowermg the Anxiety Level of Students
Speaker: Yoko Morimoto
Date: Sunday, July 21 st
Time: 4 7 p.m.
Place: James English School
Fee: Members, free; non-members, ¥500
Info: Brooke Crothers, 0222-67-4911

To Investigate what makes students tense and nervous while studying a foreign language, and the relationship between their anxiety levels and language acquisition capabilities, Ms. Morimoto, after eliciting participants' experiences and thoughts relevant to second language acquisition/learning, will discuss the theories behind certain innovative approaches and go on to present and demonstrate activities within environments that aid in lowering student affective filters. Many of these learning activities will come from CL/CLL, Threshold, Natural Approach, Suggestopedia, TPR, and the Humanistic Approach.

Yoko Morimoto, M.A. in TESOL, Teachers College, Columbia University, teaches EFL at Kwassui Women's Junior College and Nagasaki University. She has taught ESL/EFL to students

of all ages and backgrounds in the U.S. and Japan for five years. Her current Interests are in comprehension-based approaches and the Threshold program.

TAKAMATSU

Topic: Accentuate the Positive
Speaker: Marie Shimane
Date: Sunday, July 28th
Time: 2 4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, free; non-members, ¥500
Info: Don Mavhin. 0879-76-0827
Shizuka Maruura. 0878-34-6801

The purpose of this presentation is to introduce Prof. Gertrude Moskowitz's book, *Caring and Sharing in the Foreign Language Class*. A selection of various techniques will enable participants to experience these activities for themselves after a brief introduction to the rationale behind using such "humanistic" exercises.

Marie Shimane, Assistant Professor of the English Department at Chugoku Junior College in Okayama, earned her B.A. in English Literature from Trinity College, Washington, D.C., and her M.S. in Education from the City Universitv of New York. Queens College. During her 20 years in education, she has taught from elementary to college level.

TOKUSHIMA

Topic: Providing In-service I'raming to English Teachers
Speaker: Steve McCarty
Date: Sunday, July 14th
Time: 2 ~ 4 p.m.
Place: Tokushima Bunri Daigaku #14 Bldg., Room 21 (2F.): 0886-22-961
Fee: Members, free; non-members, ¥1,000
Info: Eiko Okumura. 0886-23-5625 (eves)
Noriko Tojo. 0886-85-7153 (days)

Steve McCarty is a full-time instructor at Kagawa Junior College. He helped found the JALT Matsuyama chapter. which is providing annual in-service training seminars to schoolteachers. The philosophy and planning of such community service programs will be discussed, with example bilingual activities for audience participation.

TOKYO

Topic: The New Quirk Grammar and the Teaching of English
Speaker: Dr. David Crystal,University of Reading
Date: Saturday, July 27th
Time: 4 ~ 5~30 p.m.
Place: Sophia University, Bldg. #9 (near Yotsuya Subway Station)
Fee: JACET/JALT members, ¥1,000
Info: British Council, 03-343-7829

Dr. Crystal, co-author of *Advanced Conversational English* (Longman, 1975), is visiting Japan at JACET's invitation and is participating in their Summer Seminar in Hachioji. This joint JACET-British-Council-JALT lecture is timelv in that it will be a good introduction and prelude to Sir Randolph Quirk's visit and lectures during JALT '85, Sept. 14-16 in Kyoto.

YOKOHAMA

Topic: Listening Comprehension: Rationale, Methods, and Activities
Speaker: Ron Crain, ESL Instructor, Yokohama YMCA
Place: Yokohama YMCA (five minutes' walk from Kannai Station)
Date: Sunday, July 14th
Time: 2 – 5 p.m.
Fee: Members, free; non-members, ¥500
Info: Ron Crain, 045-841-9677 (home); 045-662-3721 (work)

The presenter will proceed from the assumption that an adequate listening component in a course is absolutely essential for the ongoing success of students. To experience success in the target language the students must become accomplished listeners. Drawing on the works of Asher, Krashen, Nord, and Winitz. he will present a rationale for listening. He will discuss the importance of listening in the early stages of language acquisition in order to lower the affective filter, Asher's conception of forming a rich language network in the brain which students can draw on, and Nord and Winitz's research findings relating comprehension-based approaches to success in acquiring languages. Various listening-based methods and activities will then be discussed. Some time will also be given to designing listening activities.

KOBE

Topic: (1) Small group meetings (cross-cultural, audiovisual, language teaching/learning) and
(2) Social evening (roof garden party)
Date: Sunday, July 14th
Time: 7 – 9 p.m.
Place: St Michael's International School
Fee: Free to all. Drinks at cost. Light snacks provided, but contributions very welcome.
Info. Kenji Inukai, 078-431-8580 (eves.)

HIROSHIMA

Topic: Developing Listening Skills
Speaker: John McGovern
Date: Sunday, July 14th
Time: 1 – 4 p.m.
Place: Hiroshima International School
Fee: Members, ¥500; non-members, ¥1,000
Info: Martin Millar, 082-227-2389 (eves.)
Ms. Kondo. 082-228-2269 (days)

Mr. McGovern, Regional Director of the British Council in Kyoto, holds an M.Sc. in Applied Linguistics from the University of Edinburgh. He has taught in Greece, Iran, U.K., Jordan and Japan.

JALT—全国語学教師協会について

ＪＡＬＴは、語学教育者のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。

ＪＡＬＴは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2,700名の会員を持つ全国組織となっています。また対外的には1977年に、英語教育の分野で世界的影響力を持つ英語教師協会(Teachers of English to Speakers of Other Languages—TESOL)の加盟団体となりました。

ＪＡＬＴの会員は、幼児語学教育に携わる者から、小学校・中学校・高等学校・大学そして語学学校等の語学教師、更に、企業内語学教育を担当する者まで、幅広い層に跨がっています。

出　版　物

◆ JALT JOURNAL—JALT が年２回発行する学術誌
◆THE LANGUAGE TEACHER - JALT の月刊誌（英和文併用、Ｂ５、36～72ページ）
◆CROSS CURRENTS— The Language Institute of Japan （ＬＩＯＪ）発行の学術誌（ＪＡＬＴ会員には割引の特典があります）

年次国際大会及び例会

◆**年次国際大会**—会員及び国内外より招聘した専門家により、150を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
◆**特別セミナー及びワークショップ**—国内外より、指導的立場にある専門家を招いて行なわれます。
夏期セミナー特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。
語学学校・塾の経営者のためのセミナー
企業内語学教育セミナー
◆**各支部の例会**—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

支　部

現在、全国に17の支部があります。
札幌、仙台、東京、横浜、浜松、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、那覇
更に、現在、山形、福島、金沢に新しく支部を設けるべく、準備を進めています。

研究助成金の支給

語学教育に関する研究や、教材の製作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請の〆切りは、毎年９月１日で、助成金の受給者名は、年次国際大会で発表されます。

会　員

個人会員—最寄りの支部の会員も兼ねています。
共同会員—住居を共にする個人２名が対象です。JALT の各出版物が、２名に対し、１部しか配布されないという事以外は個人会員と同じです。
団体会員—同一勤務先に勤める個人から５名以上集まった場合に限られます。５名毎に、ＪＡＬＴの出版物が１部配布されますが、端数は切り上げます。（例えば、６名の場合は２部、11名の場合は３部配布されます）団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報告せねばなりません。詳細は、事務局まで。
商業会員—年次国際大会や例会等で、各社出版物等の展示を行なうことができる他、会員名簿の配布を受けたり、ＪＡＬＴの出版物に低額の料金で広告を掲載することができます。
詳細は、〒168 東京都杉並区永福１－33－３
商業会員担当　John Boylan
（電話 03－325－2971）まで。

入会の申し込みは、綴じ込みの郵便振替用紙を利用するか、或いは、日本円又はアメリカドルの小切手か、郵便為替に申し込み書を添えて事務局まで郵送して下さい。例会での申し込みも受けつけています。

ＪＡＬＴ事務局　〒600 京都市下京区四条烏丸西入ル
住友生命ビル８Ｆ 京都イングリッシュセンター気付
（電話　075－221－2376）
担当　伊藤真理子

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